

INSPECTION REPORT

WAINSTALLS JUNIOR AND INFANT SCHOOL

Wainstalls, Halifax

LEA area: Calderdale

Unique reference number: 107493

Headteacher: Mr I Pilkington

Reporting inspector: Mr T Neat
2007

Dates of inspection: 4th to 7th December 2000

Inspection number: 224412

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Wainstalls
Halifax

Postcode: HX2 7TE

Telephone number: 01422 244804

Fax number: n/a

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Scholefield

Date of previous inspection: 22/04/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
T Neat 20007	Registered inspector	Science Information and communication technology Design and technology Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
A Birch 19418	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
P English 20815	Team inspector	English Music Foundation Stage Special educational needs	
K Sanderson 3942	Team inspector	Mathematics Art and design Geography History Religious education Equal opportunities	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wainstalls Junior and Infant School is smaller than most primary schools, having 149 pupils compared with the average size nationally of 243. It serves a small Pennine village to the north of Halifax, but also draws pupils from the nearby areas of the town. The school serves families from different areas of council and privately owned properties. The number of pupils coming from disadvantaged backgrounds has increased in recent years. The school is oversubscribed with several applications for admissions being referred to appeals. The percentage of pupils known to be eligible for free school meals has risen steadily over the last five years, but remains below the national average. There are no pupils speaking English as an additional language. The percentage identified as having special educational needs is above the national average. The percentage of pupils with Statements of Special Educational Need is also above the national average. The attainment of children joining the reception class varies, sometimes significantly from year to year. At the time of the inspection, the skills and knowledge of the children who had most recently joined that class were broadly average.

HOW GOOD THE SCHOOL IS

Wainstalls Junior and Infant School is an effective, improving school which is led well by the headteacher, who has achieved a great deal since he was appointed less than two years ago. There is good teamwork and a clear, shared commitment to improve standards. Because teaching is good pupils, despite above average levels of special educational needs, make satisfactory progress to attain standards that are broadly average. Compared with similar schools, the standards in science at the end of Key Stage 2 are not yet high enough. The school is taking action to remedy this. Wainstalls is a settled, pleasant and orderly place of work. It gives satisfactory value for the money invested in it.

What the school does well

- Standards in reading, speaking and listening are good.
- The headteacher and key members of staff lead and manage the school well.
- The quality of teaching is good throughout the school.
- Pupils enjoy school, behave well and develop as thoroughly good young people.
- The provision for pupils with special educational needs is good.
- The school provides a caring and supportive environment in which pupils feel happy and secure.

What could be improved

- Standards in science at Key Stage 2.
- The effectiveness of subject co-ordinators.
- The use of target setting to raise standards.
- Pupils' ability to research topics using the library.

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

In addition to including the areas above in their action plan the governors should review the teaching time for pupils at Key Stage 2, which are below the recommended minimum.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in April 1996 the school has made satisfactory progress. The key issues raised in the previous report have been addressed successfully. Greater progress has been made since the appointment of the new headteacher, who, despite significant staff

changes, has moved the school forward at a good pace. Standards have risen broadly in line with those in other schools. The clear improvements in the quality of teaching have yet to impact fully on the school's test results. The provision for information and communication technology has improved very well since the last inspection.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	B
Mathematics	A	E	B	C
Science	B	D	C	D

Key

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

Pupils attain satisfactory standards. Because the skills and knowledge of children joining the school each year varies - sometimes being below average and at other times above - standards fluctuate from year to year. Comparing the standards achieved by successive groups of pupils leaving the school is statistically unreliable because of the small numbers involved. However, standards have risen over the last five years at the same rate as the national trend. Last year, results improved at a significantly better rate than the national picture. Science is the weakest of the three main subjects and English the strongest. Reading, speaking and listening skills are good throughout the school. In the national tests in 2000, pupils' results in English were well above the average for all schools and above average compared to schools with a similar proportion of pupils eligible for free school meals. Mathematics results were above the average for all schools and broadly average compared to similar schools. In science, results were broadly average in the context of all schools, but below average in comparison to similar schools. The school sets appropriate overall targets for improving standards, and makes satisfactory progress towards achieving them. In information and communications technology, pupils do good work in producing multimedia presentations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school and enjoy learning. This has a positive effect on the progress that they make.
Behaviour, in and out of classrooms	Good. Pupils conduct themselves well both in lessons and around the school. Their good behaviour in lessons considerably helps their learning.
Personal development and relationships	Good. Pupils get on well with each other and the adults who work with them. They show initiative and are willing to take responsibility.
Attendance	Good.

TEACHING AND LEARNING

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

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

The quality of teaching is good. As a result pupils learn well. Fourteen per cent of the lessons seen were very good, 55 per cent were good and 31 per cent were satisfactory. No unsatisfactory teaching was seen. Since the last inspection, the quality of teaching has improved. Developments made by the new headteacher, such as increased monitoring of the quality of teaching, have already had a positive effect on teaching. Teaching is now good throughout the school. Literacy and numeracy skills are taught well. The quality of teaching is good in English, mathematics and art and design. It is satisfactory in science and geography. In all other subjects, although the school makes suitable provision to teach them, it was not possible to observe enough lessons to make reliable judgements. Generally, the teaching meets the needs of all pupils, including those with special educational needs. A strength of the teaching is the very constructive relationship between the teachers and the team of well qualified, very effective classroom support assistants. Some very good teaching of information and communication technology by one of this team was observed during the inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Statutory requirements are met. Planning is adapted well to cater for mixed age group classes. The school's strategy for teaching numeracy skills is good. The community's contribution to the provision of pupils' learning opportunities is good. The very constructive relationship that the school has with partner schools enriches the curriculum well. Lesson hours at Key Stage 2 are less than the recommended minimum. The time given to teaching science is low.
Provision for pupils with special educational needs	Good. The provision meets the requirements of the national Code of Practice. Pupils are supported well by both teaching and non-teaching staff, and, as a result make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision made by the school helps pupils to appreciate the special things in life, including those of a spiritual nature. It ensures that they know right from wrong, get on well with others and recognise the value of their own culture and the rich cultural diversity of British society.
How well the school cares for its pupils	Good. The staff guide and support pupils well. There are good arrangements for protecting pupils and ensuring their welfare.
Partnership with parents and carers	Good. The school's links with parents are good. They are well informed by the school. Parents feel that the school works closely with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff lead and manage the school well. The headteacher provides clear direction for the school. He has worked well to develop the quality of teaching. The school's aims are reflected very well in its work. The good teamwork in the school is based on everybody's commitment to raise standards. The co-ordinators' role is not yet fully effective in raising standards – more consistency is needed in their checking of pupils' standards and the quality of teachers' planning. Target setting is not used effectively to raise standards.
How well the governors fulfil their responsibilities	Satisfactory. Most governors are new to their responsibilities. They have already formed a cohesive team and are effective in shaping the direction of the school. They fulfil their statutory duties well.
The school's evaluation of its performance	Good. The headteacher has worked hard to evaluate the quality of teaching. The governors have formed a committee to evaluate their own effectiveness.
The strategic use of resources	Good. Resources are used well to raise standards. The grants and other funds given to the school for particular purposes are used effectively. The school makes good use of new technologies, especially the Internet.

There are enough teaching and non-teaching staff members to allow the National Curriculum to be taught effectively. The accommodation is unsatisfactory, especially for children at the Foundation Stage. Their classroom is too small and they cannot easily get outdoors to enjoy regular opportunities for vigorous play during lesson time. There are sufficient learning resources overall. However, the school should press on with its plans to buy more science equipment, because there is not enough at the moment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with concerns or questions. • They feel that the school is helping their children to become mature and responsible. • Behaviour in the school is good. • The school expects their children to work hard and achieve their best. • The teaching is good. • They feel that children make good progress. 	<ul style="list-style-type: none"> • A few parents feel that the range of extra-curricular activities is not sufficiently interesting. • One or two think that the school does not keep them sufficiently well informed about how their children are getting on.

The inspection findings confirm the positive views that the great majority of parents have of the school. Inspectors disagree with the small number of parents who criticise the range of extra-curricular activities. They believe that for a school of this size the provision is satisfactory. The quality of information for parents, including the annual report of each pupil's progress, is good. A few parents expressed concern about younger pupils having three teachers during the course of the week. The team takes the view that many pupils across the country are taught in classes shared by two teachers. The deployment of a third in the mornings is an appropriate use of the extra money provided by the government, because it reduces the size of the groups in which infant pupils are taught basic literacy and numeracy skills.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils attain satisfactory standards. The attainment of children joining the school in the reception class varies from year to year, sometimes greatly. Overall, the children make satisfactory progress at the Foundation Stage*; they make good progress in their personal, social and emotional development. Generally, pupils make satisfactory progress and achieve appropriately as they pass through the infant classes; many make good progress. The results of the national tests at Key Stage 1 in recent years show that they attain well in comparison with schools nationally. In 2000 the results they achieved in reading and mathematics were well above the national average for all schools and in writing they were above average. When compared with schools with a similar proportion of pupils eligible for free school meals reading results were well above the national average. In mathematics they were above average and in writing they were broadly average. Statutory teacher assessments showed that attainment at the expected Level 2 was above average and at the more difficult Level 3 it was well above average. Attainment at the higher Level 3, was, when compared to similar schools, above average in reading, and close to the average in writing and mathematics.
2. The results of the national tests at Key Stage 2 in recent years indicate that, overall, pupils attain satisfactory standards. They make satisfactory progress in the junior part of the school and achieve appropriately; many make good progress. In the national tests in 2000 standards in English were well above the national average for all schools, above average in mathematics and broadly average in science. Compared with schools with a similar proportion of pupils eligible for free school meals, standards were above average in English, broadly average in mathematics and below average in science. Compared with similar schools, attainment at the more difficult Level 5 was well above average in English, above average in mathematics, but below average in science. There is clear evidence to show that, for those pupils who left the school last year, the school added much value to their education in the junior years.
3. The latest national test results show that compared to similar schools, Wainstalls does well at teaching reading at Key Stage 1, and that attainment in science is the weakest of the three core subjects at Key Stage 2. Since the last inspection, the progress made by pupils at Key Stage 1 in developing numeracy skills has improved and is now satisfactory. This is largely due to the successful implementation of the National Numeracy Strategy. At both key stages, the improvement in results last year in all the tests taken was significantly greater than the national trend. This was due in part to the fact that pupils were better prepared for the tests. The small numbers of pupils taking the tests each year make it statistically unreliable to draw firm conclusions about trends in attainment. However, the rate of improvement in the results at Key Stage 2 over the last five years has been broadly in line with the national trend. There are no significant differences in the performance of boys and girls.

* This is a newly designated stage of learning which deals with the education of children from three years of age to the end of the reception year in primary schools.

4. The school sets appropriate overall targets for improving standards, and makes satisfactory progress towards achieving them.
5. Inspection evidence broadly reflects the test results. In English, the pupils' skills of speaking and listening are above average. They have good listening habits, and acquire and use an ever-increasing vocabulary. Reading standards are above average throughout the school. By the end of Key Stage 2, pupils read fluently and are able to identify the techniques that writers use to interest the reader, but their research skills are underdeveloped. Attainment in writing is lower than other aspects of English, reflecting the national picture. In mathematics, standards are broadly average at the end of both key stages. Infant pupils have a good understanding of place value up to 100. Those in the junior classes develop their number skills appropriately. They do this well in mental arithmetic activities, and work accurately with a range of metric measures. Attainment in science is in line with national expectations at the end of both key stages. Pupils at Key Stage 1 know much about animals. However, when writing about their experiments, they do not say whether things happened as they expected. At Key Stage 2, pupils improve their skills of investigation appropriately and draw conclusions based on the evidence they have collected, but do not suggest ways in which their work can be improved.
6. Many pupils show a good eye for detail in their drawings in art and design lessons. Their knowledge of the work of famous artists is limited, however. Pupils at both key stages do well in evaluating the products they make in design and technology lessons. Pupils undertake a wide range of activities in this subject, but make too much use of glueing as a way of joining materials. Pupils make good links between geography and history by studying how the jobs done by people living in Wainstalls have changed over the years. In information and communications technology pupils' ability to make multimedia presentations and use emails is well developed. Standards in swimming are good and pupils in Years 5 and 6 perform well in dance activities. Pupils at the end of both key stages attain standards that are in line with national expectations in the foundation subjects of art and design, design and technology, geography, history, and information and communication technology. At the end of Key Stage 1 standards in music are in line with national expectations. However, there was insufficient evidence to judge standards in music at the end of Key Stage 2, and to assess the overall standards in physical education at the end of either key stage. In religious education standards are in line with those set out in the locally agreed syllabus.
7. Pupils with special educational needs attain suitable standards. They make satisfactory progress in relation to their prior attainment in the Foundation Stage and in the infant classes. Those in the junior classes make good progress, due to the greater number of adults who are available to help them. Higher attaining pupils make satisfactory progress at Key Stage 1. Those at Key Stage 2 progress well, thanks to the provision of extra teaching to help them.
8. Recent improvements in the overall quality of teaching have yet to be reflected fully in the results of the national tests.

Pupils' attitudes, values and personal development

9. The attitudes of the pupils are good. They are very eager to come to school. They are very interested and responsive in lessons. This was particularly evident in a science lesson for pupils in Years 4 and 5 about sound, when their attentiveness considerably enhanced their learning. Pupils' learning is reinforced during lessons, such as mathematics and literacy, through enthusiastic responses to their teachers'

questions. They are very confident when contributing to discussions about their work, such as that in art and design activities. Pupils sustain concentration throughout lessons, which contributes well to their learning.

10. The behaviour of the pupils is good, overall. Some very good behaviour was seen in lessons. No pupils have been excluded in recent years. Pupils behave very well in the playground where friendships are constructive and cross age boundaries, resulting in enjoyable play between friends. They are polite and support each other in class, especially when working on computers in information and communication technology activities. Bullying does happen occasionally. However, the headteacher, pupils from the school council, parents and members of staff are actively developing schemes to handle such occurrences promptly and effectively.
11. Pupils form good relationships with each other and their teachers. Good co-operation between class members was particularly evident during the inspection in physical education and numeracy lessons. Their personal development is good. They show initiative and are willing to take responsibility. For example, through their involvement with the school council they are closely involved in many aspects of school life.
12. Pupils are clear about what is considered appropriate behaviour. This understanding grows as soon as the children join the school. Pupils listen carefully to others' contributions and respect beliefs and opinions that differ from theirs. For example, they respond positively to learning about different faiths in religious education lessons.
13. Pupils with special educational needs are integrated well into the school. They attend well and show positive attitudes to learning.
14. Attendance levels are good. Registration is carried out according to the requirements of the local education authority. However, there are some lapses in the correct completion of registers.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good throughout the school. As a result pupils learn well. 14 per cent of the lessons seen were very good, 55 per cent were good and 31 per cent were satisfactory. No unsatisfactory teaching was seen.
16. Since the last inspection, the quality of teaching has improved. Developments made by the new headteacher, such as increased monitoring of the quality of teaching, have already had a positive effect on teaching. For example, both teachers and classroom support assistants are much more confident about how to improve pupils' skills, knowledge and understanding in information and communication technology lessons. The amount and the quality of the support given to teachers and classroom assistants have increased, both from senior managers and the subject co-ordinators. There has been a large turnover of teaching staff. The significant amount of unsatisfactory teaching of mathematics at Key Stage 1 has been eliminated and two out of three lessons are now of good quality. These improvements in teaching have yet to be reflected fully in the results of national tests.
17. The teaching of the skills of literacy and numeracy is done well in most lessons. In English, mathematics and art and design the quality of teaching is good. In science and geography it is satisfactory. Teachers' planning indicates that proper provision is made for other subjects, but it was not possible to see enough lessons to make a

reliable judgement of the quality of this teaching. No teachers were observed leading lessons about information and communication technology, but some very good teaching by a classroom assistant was seen.

18. Teachers at both key stages use good methods to help all pupils to learn effectively and engage the pupils' interest. For example, in a mathematics lesson for Year 2 about co-ordinates, the pupils enjoyed being asked by their teacher to become 'ice gnomes' who had hidden icicles in special, secret places on a grid. As a result, they were very keen to take part in this activity and grasped the new mathematical idea well. Teachers manage and control their classes well. This promotes a purposeful working atmosphere in lessons and pupils respond constructively by applying themselves diligently to their tasks. Their good behaviour enables them to work at a good rate.
19. Basic skills are taught well and this ensures that pupils gain skills, knowledge and understanding effectively in different subjects. The teachers' knowledge of the subjects they teach is good. When this is combined with enthusiasm, pupils make every effort to join in. This was clear in a very good dance lesson for children in Years 5 and 6 in which the pupils worked hard creatively and physically, and enjoyed themselves. As a result, they made very good progress. Teachers plan effectively, setting out clear objectives for learning. They assess pupils' work appropriately as the work proceeds, and make suitable use of homework to extend what is learned in school.
20. Sometimes, teachers miss opportunities to develop pupils' computer skills; for example, as part of literacy activities, or fail to give enough praise to reward good behaviour or effort. Occasionally, classes are asked to listen for too long before starting written activities and higher attaining pupils are given too much help. These lapses adversely affect the progress that some pupils make or reduce their enjoyment of lessons.
21. The good attitudes that pupils have towards working in school help them to learn well. They are interested in lessons. It was noted in a mathematics lesson for Year 3 how enthusiastic and involved pupils were when learning about fractions. This helped them to make good progress. Pupils understand what they are doing and take responsibility readily for completing their tasks. This helped those in Years 5 and 6 when they learned about sounds in a science lesson during the inspection. Pupils are well motivated and keen to start, especially during practical activities. A very good illustration of this was seen in a design and technology lesson in which one girl began talking to her partner about how they would improve their work almost before the teacher had finished her introduction. This positive response was promoted by the teachers' willingness to let the pupils make choices and learn from the mistakes they made. Some pupils as early as Year 1 understand how well they are learning and recognise the errors they make. They often correct these without involving the teacher. Occasionally, pupils at the end of Key Stage 2 lose concentration when the teacher summarises learning at the end of the lesson. Pupils with special educational needs learn well, thanks to the good provision that is made for them.
22. A very positive feature of the teaching at Wainstalls is the very productive co-operation between teachers and support staff. The high quality liaison between the two parties enhances the work of a well qualified and highly committed team of classroom and special educational needs assistants, which contributes strongly to the quality of learning of the pupils with whom they work and to the progress they make. This is a very positive factor in the teaching of pupils with special educational

needs. As a result, most of them make good progress. The management of those with behavioural difficulties is very good. This helps them to learn well.

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

23. The curriculum meets statutory requirements. It is broad and relevant, but is constrained by the fact that teaching time for pupils at Key Stage 2 is below the recommended minimum. One consequence of this is that the time allocated for teaching science is significantly less than in most other schools. However, overall, the quality of learning opportunities provided by the school is good. The strategy for teaching literacy is sound and that for numeracy is good. A strength of the numeracy work is the emphasis placed on mental arithmetic, and the opportunities given during these sessions, for pupils to develop speaking and listening skills.
24. The school provides well for pupils with special educational needs. They receive good support from both the teachers and the special educational needs assistants. All pupils have equal access to the curriculum and this contributes to their intellectual, physical and personal development. Provision for personal, social and health education is sound. Sex education is taught through themes linked to health education and is appropriate for the age and maturity of the pupils. The school nurse visits the school and supports the work of the teaching staff. Provision for developing the awareness of misuse of drugs is good, with the active involvement of an anti-drugs theatre group and older students from a local high school. The additional 'discretionary' time now available is used well, principally to develop aspects of health and social education. Personal and social education is also developed well through visits and visitors, through collective worship, religious education activities and 'circle time' (when children sit round quietly and discuss things that are important).
25. Since the previous inspection the school has put in place a rolling programme of subject policy reviews, and this is continuing. Schemes of work, many based on the Qualifications and Curriculum Authority's guidelines, are in place for all subject areas. The school is beginning to modify these to take account of the most recent guidelines for Curriculum 2000, and also to reflect the particular needs of the school and its pupils. The school has been resourceful in seeking out the most appropriate ways of planning and delivering the curriculum. Teachers set a clear focus on what they want pupils to learn and plan together very closely. A detailed knowledge of all the pupils helps them define the most specific and appropriate Programmes of Study. The school has developed planning cycles over one, two and three years in its efforts to overcome the difficulties of teaching mixed ability, mixed age classes. Flexible use of teaching staff enables the younger pupils, from reception to Year 3 to be taught literacy and numeracy skills each morning in single age groups. Curriculum expertise amongst staff is well utilised by them teaching other classes as well as their own. Opportunities for higher attaining pupils are being provided through extra teaching and small group work in numeracy, one morning per week.
26. The curriculum is enhanced effectively by a range of extra-curricular activities. These include two football groups, one for Years 3 and 4 and one for Years 5 and 6, a sewing and craft club for pupils at Key Stage 2, a beginners recorder club and an intermediate/advanced recorder club for older pupils. These activities are well attended by pupils and supported, and run, by staff and parents. Educational visits enrich the curriculum. These include the use of a local activity centre and trips to places such as Skipsea and Hebden Bridge. The community contributes well to pupils' learning. Many areas of the curriculum benefit from visitors into school,

including representatives from the Multi-Faith Centre in Bradford, from various churches and charities and from the immediate village community. The school's Internet contacts with people in different parts of the world add breadth to their experience and deepen their learning. The links that the school has established with local schools are very constructive. For example, pupils engage in topics, such as one of science activities under the title 'Bubbles', which they start at Wainstalls and finish when they transfer to secondary school.

27. The provision for the spiritual, moral, social and cultural development of pupils is good and makes a significant contribution to the personal development of all pupils. This reflects the views expressed by parents and meets the stated aims of the school. A similar judgement was made in the previous report but a key issue of that report required the school to improve opportunities to include multi-cultural awareness into pupils' education. The school has taken appropriate action to meet this requirement. In addition, the school is currently reviewing policies and schemes of work to ensure a consistent approach to raising pupils' awareness of the richness of different cultures, throughout the curriculum, so that it is well placed to improve further.
28. The provision for pupils' spiritual development is good. All pupils are encouraged to share their ideas and feelings and teaching, support staff and helpers consistently respect and value them. This support for the self-esteem of all pupils has a particularly positive impact on pupils who have special educational needs. In areas of the curriculum such as English, history and religious education, pupils have opportunities to consider the values, feelings and beliefs of peoples of other times and places and to make personal responses from their own experiences. For example when writing in the role of a transported prisoner, pupils showed genuine empathy in writing, "...all I could feel was sadness, anger and cold."
29. Good provision is made for the fostering of moral development. The school places a high priority on equipping pupils with a clear set of moral values. As pupils move through the school they learn to recognise the differences between right and wrong and the values of honesty and fairness. This is achieved by the personal example of all the adults involved in the work of the school, by direct teaching and through stories and discussion of issues as they arise. Pupils are consistently encouraged to consider the consequences of their behaviour on both themselves and others. Positive behaviour is acknowledged and incidents of unacceptable behaviour are managed discretely but firmly. The school plans to review and extend the current behaviour policy to further improve the consistency of approach to rewards and sanctions.
30. Provision for the development of social skills is good. This has a particularly positive effect on the progress made by the youngest children and those pupils who have special educational needs. Teachers and support staff demonstrate considerable respect for pupils. This has a significant impact on the raising of pupils' self-esteem and confidence and on their understanding of social conventions and how relationships are initiated and sustained. School routines and opportunities to work and play individually, in mixed-age groups and as a whole class, support the development of inter-personal skills well. Pupils at Key Stage 2 gain much through the opportunity for residential experience. Children in reception have well-planned opportunities to develop appropriate independence and responsibility in learning activities but older pupils have fewer opportunities to do so. For example, learning tasks are predominantly teacher-directed and pupils at Key Stage 2 rarely use the library to find information for themselves. The school provides firm foundations for the development of an understanding of the responsibilities of citizenship through the

elections for, and membership of the school council, and involvement in fund raising for charities such as the Christian African Relief Trust. The good range of educational visits and opportunities to receive visitors fosters the responsibility of representing the school in the wider community.

31. Good provision is made for cultural development. Pupils learn about their own culture and traditions through many of the areas of the curriculum. They experience traditional tales, modern stories and poetry, and learn traditional songs and playground singing games. In history they learn to empathise with people of other times. The suitable range of educational visits to the theatre, a local steam railway and musical events in Halifax enrich their experiences. Through religious education pupils learn about the Christian influence that permeates British heritage. They begin to understand the beliefs, values and customs that influence the way people of other cultures live. The opportunities to visit a Moslem temple and meet with pupils from a neighbouring school of substantial ethnic diversity supports their developing understanding of the multi-cultural nature of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school makes good provision for child protection and pupils' welfare. Child protection procedures comply fully with the local area's requirements. The school receives good support from the educational welfare services. The health and safety of the pupils are of paramount importance for the school. Particular emphasis is placed on the compliance with fire protection regulations due to the limitations of the accommodation.
33. Since the last inspection the governing body has become more focused on health and safety issues raised as a result of the regular risk assessments. Also, the temperature of the water in the hand-basins is now regulated, removing the risk of pupils scalding themselves. Although the issue about road safety outside the school has been partly addressed it is still a major concern for the school. The problems stem from the narrowness of the road outside the school, which acts as access to the village, and the great number of vehicles parked along the road on the restricted parking areas for the bus and at the school entrance.
34. There is good provision for pupils to learn about a number of aspects of healthy living as health education is now integrated into the curriculum. The school is now working towards the Healthy Schools Award.
35. Procedures for monitoring and recording attendance are satisfactory overall, although not all absences are followed up sufficiently promptly. However, attendance rates for each pupil are calculated and those pupils who have achieved full attendance are rewarded with certificates at the achievement assembly at the end of the school year.
36. The procedures for monitoring and promoting discipline and good behaviour are satisfactory. All the written guidance for these areas, except for the anti-bullying policy, has not been revised recently. However, the school creates a very good climate for good behaviour through reward schemes and involving the pupils on the school council in decisions about different ways in which misbehaviour can be handled in the most effective way. As mentioned previously, there have been a few incidences of oppressive behaviour, which the headteacher has handled effectively by applying the most appropriate sanctions.

37. The procedures for monitoring progress and personal development are generally sound. There are good procedures for helping pupils with special educational needs that include external agencies and support staff. The parents and the pupils themselves are fully informed, and involved in meeting the objectives set in the individual education plans for each pupil.
38. Since the time of the previous inspection the school has developed effectively the ways in which it assesses pupils' attainment and progress. This now includes a 'baseline' assessment for the youngest pupils, on entry to school, and the optional national tests for pupils in Years 3, 4 and 5. There is now a fuller programme of assessments that is well known to staff, and this is an improvement since the previous inspection. Procedures for assessing academic performance in English, mathematics and science are sound overall, but less well developed in science. Also, the school lacks collections of work illustrating the various levels of attainment, which restricts guidance available to teachers about what should be expected of pupils at various stages of their education. The discrepancies between the results of recent national tests and the teacher assessments in the same year suggests not all are secure yet in their judgements of pupils' attainments in relation to national expectations. Nevertheless, the school gathers and records a large amount of information about attainment, and, since the previous inspection, improvement has been made in the way this information is used. Analysis of test results has enabled the school to form reading groups more accurately, to individualise spelling development programmes and to identify pupils in need of work in 'booster' classes. The systems for tracking the progress of individual pupils are developing well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The parents' views of the school are good. Parents say that their children are really keen to go to school, even when they are unwell. Parents who have children with special educational needs are pleased with the very understanding support given by the teachers in enabling the children to make good progress. A few parents are concerned about the fact that their children are taught by three different teachers. This arrangement has been put in place to allow pupils of the same age to be taught literacy and numeracy skills together. It also considerably reduces the size of the groups in which all pupils in the infant classes are taught these basic skills. The school has given serious consideration to the staffing of classes and the structure employed has the potential to enhance pupils' learning. There is no evidence from the inspection to indicate that pupils' progress is adversely affected, as they have adapted well to the different teachers.
40. The school's links with parents are good. Parents and other people in the community are welcomed into school to help by supporting in class, making resources for the numeracy lessons, assisting with the extra-curricular activities and giving talks on particular aspects, such as the life of the local Sikh community. All of the parent helpers who were encouraged to attend a 'Helping in Schools' course have successfully gained their certificates. The 'Friends of Wainstalls' is very active in involving the parents and community in successful fund-raising events, which provides substantial sums of money for the school and charities. Some members of staff, including the dedicated caretaker, have been instrumental in gaining grants and materials from local businesses for the benefit of the pupils' welfare and appreciation of the local environment. For example, a local wildlife group, working with the caretaker, has created a successful wildlife corridor by planting willow and other shrubs around the perimeter of the school field. This has resulted in hedgehogs and other animals visiting the school. A willow dome for the children to play under has

also been planted. Additionally, nesting boxes for birds, plants for the pond area and the front of the school and seating has been donated by local businesses.

41. The information provided by the school for parents is good. A very good example of this is the very comprehensive information parents receive in the form of leaflets, letters and booklets on to how to support their children's learning at home. Also, parents have been invited in to school to work alongside their children in the computer suite. This is most effective in assisting with their children's homework. The teachers are in regular communication with the parents about the topics to be covered over the coming year. There is an informative, weekly newsletter. The annual reports which parents receive about their children's progress are informative and helpful. As already mentioned, there are regular reviews with parents of children with special educational needs.
42. The contribution of parents to their children's learning is satisfactory. Since the last inspection there is now a clear homework routine throughout the school. In order to provide more opportunities for parents to contribute to their children's learning they are informed regularly about homework expectations and what work is to be done at home each term.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the headteacher and key members of staff contribute well to the standards that pupils attain. The headteacher provides clear educational direction for the school. Highly appropriate aims and values guide the work of the school, and are reflected very well in its daily life. There is good teamwork; all members of staff co-operate well. A suitable programme for reviewing policies has been put in place and good progress has been made in doing this.
44. In the relatively short time since his appointment the headteacher has worked with the staff and governors to identify suitable priorities for school improvement which reflect the shared commitment to raising standards. Most of his efforts have been directed at improving the quality of teaching through developing the skills of both teachers and classroom support staff. This has been approached largely through increasing the extent and the quality of the checks made of classroom practice both by senior managers and the subject co-ordinators. The sharing of the good quality information resulting from these observations has promoted the development of teaching well throughout the school. Other activities, such as the effective use of appraisal and work to ensure the consistency of teachers' assessments of standards, are also contributing to improvements in the quality of teaching. However, it is too early for the effects of this good work to impact on the school's results in the national tests. The subject co-ordinators now have a clearer idea of how they can help to raise standards, although further work is needed to make their contribution more effective. For example, they need to monitor the standards that pupils achieve in their subject more consistently and make more regular checks on the quality of teachers' planning. Their job descriptions do not spell out this part of their role sufficiently clearly at the moment.
45. Other initiatives to improve standards have been implemented, such as a joint venture with partner schools to pay for extra tuition for higher attaining pupils. Also, the school, recognising that attainment in science needs to be boosted, has appointed a new co-ordinator to audit and improve the school's provision for this subject. One thousand pounds has been allocated to improve the provision of learning resources.

46. The headteacher has made a good start in using information about pupils' attainment to raise standards. For example, Wainstalls was one of the first schools to use the new form of detailed national data about standards made available to schools by the Department for Education and Employment. He has very good plans for using data to track the progress of individuals. However, the use of target setting to raise academic performance is at an early stage of development. This is mainly because the form of assessing and recording pupils' attainment and progress used until the present headteacher arrived had not been based securely on National Curriculum levels. Long-term projections of what pupils might be expected to achieve are currently being developed. The use of targets that pupils can meet during the course of a term, or less, is in its infancy. Pupils and parents are not yet effectively involved in target setting.
47. Since the last inspection, responsibilities have been shared more effectively among the teaching staff in response to the key issue identified in the previous report.
48. Most of the governors are new to the job. However, they have already formed an effective and committed team. They fulfil their statutory duties well and help to shape the future direction of the school appropriately; although they acknowledge the need to improve the quality of their forward strategic planning. They have satisfactory ways of gathering information to help them understand the strengths of the school and the areas that need developing. They support the headteacher and staff well, but are also sufficiently challenging, inquisitive and critical. They are also appropriately self-critical, having formed a committee to evaluate the effectiveness of their own performance. Governors have taken effective action to address the key issue raised during the last inspection concerning their monitoring and control of health and safety matters.
49. The school makes good use of the resources at its disposal. Its income is targeted well on agreed educational priorities, and money from specific grants and funds, such as those to provide for pupils with special educational needs, is spent wisely. The school works well to secure the best value from its expenditure. It compares its performance with similar schools, and consults parents appropriately; for example, about the quality and nature of the information provided for them by the governors. Overall, it makes good use of new technologies. For example, the pupils have exciting opportunities to email contacts made by the school in different countries. Financial management is sound. The governing body is suitably involved in drawing up the budget and checks effectively how the money is spent. The few recommendations of the last auditors' report have been implemented. The school secretary and the headteacher work together well, to ensure the smooth day-to-day administration of the school.
50. There are sufficient suitably qualified and experienced teachers and classroom support staff members to allow the curriculum to be taught effectively. Good arrangements for the induction of new staff significantly improve their effectiveness. All non-teaching members of staff are included in training programmes, many of which are funded by the school. Other members of the school's team - administrative, caretaking and cleaning staff, cook and lunchtime supervisors - make a valuable contribution to the life of the school.
51. The accommodation is unsatisfactory overall. There is no direct outdoor access for children at the Foundation Stage and nowhere suitable to keep items such as large construction equipment and ride-on toys. The general lack of suitable, accessible storage space makes life difficult for teachers and pupils. Some classrooms are small, inhibiting activities such as design and technology work. The school hall,

currently being used as a classroom each morning is unsuitable for this purpose. Pupils have to work on dining tables that are inappropriate, and the acoustics are poor. The hall is also unsuitable for use by older pupils for physical education activities. Nevertheless, the school site is tidy, clean and well maintained.

52. The provision of learning resources is satisfactory overall. The range and quality of tools and resistant materials for use in design and technology is inadequate, and the variety and quantity of equipment is too small in science. However, a significant sum of money has been allocated to science in order to raise standards. The lack of suitable outdoor equipment hinders the physical development of children at the Foundation Stage. The library is a pleasant, accessible area, but the range and quality of both fiction and non-fiction books are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. To improve standards and further develop the effectiveness of the school, the headteacher governors and staff should now:

- [1] raise attainment in science by:
 - (a) increasing the time allocated to teaching this subject;
 - (b) pressing ahead with the planned monitoring of the quality of teaching and learning;
 - (c) carrying out as soon as possible, the detailed analysis of the strengths and weaknesses of what pupils know, understand and can do;
 - (d) devising and implementing an effective system for assessing and recording pupils' attainment and progress;
 - (e) completing the planned improvements in the provision of learning resources;(paragraphs 86 and 87)

- [2] improve the effectiveness of subject co-ordinators in raising standards by:
 - (a) ensuring that they monitor the standards that pupils attain more consistently;
 - (b) ensuring that they monitor the quality of teachers' planning more consistently;
 - (c) adapting their job descriptions to define these responsibilities more clearly;(paragraphs 44 and 86)

- [3] complete the planned development of strategies to ensure that target setting helps to raise standards by:
 - (a) using assessment information to set long and short-term goals for learning for groups and individuals;
 - (b) involving pupils and parents in the achievement of these goals;(paragraph 46)

- [4] improve the ability of pupils at Key Stage 2 to use the library for research by:
 - (a) providing regular opportunities for them to do so;
 - (b) improving the quality of books in the library.(paragraphs 5 and 67)

In addition, the governors should review the lesson hours for pupils at Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	55	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		149
Number of full-time pupils eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		35

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

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
	2000	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	7	7	7
	Total	18	17	18
Percentage of pupils at NC level 2 or above	School	100 (86)	94 (89)	100 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	6	6	7
	Total	16	15	17
Percentage of pupils at NC level 2 or above	School	89 (93)	83 (89)	94 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	10	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	8	8	8
	Total	15	16	17
Percentage of pupils at NC level 4 or above	School	79 (67)	84 (58)	89 (79)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	9
	Girls	8	8	8
	Total	14	16	17
Percentage of pupils at NC level 4 or above	School	74 (83)	84 (83)	89 (79)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	121
Any other minority ethnic group	2

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	0	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)	6.5
Number of pupils per qualified teacher	27.1
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	76.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	286,930
Total expenditure	283,034
Expenditure per pupil	1,926
Balance brought forward from previous year	0
Balance carried forward to next year	3,896

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

149

Number of questionnaires returned

65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	24	6	2	0
My child is making good progress in school.	54	41	5	0	0
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	52	41	6	0	0
The teaching is good.	68	27	5	0	0
I am kept well informed about how my child is getting on.	41	51	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	25	0	0	3
The school expects my child to work hard and achieve his or her best.	60	35	2	0	3
The school works closely with parents.	43	51	5	0	1
The school is well led and managed.	54	39	3	1	3
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	27	55	14	2	2

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

54. Children enter the reception class at the beginning of the year in which they will become five. A significant majority of the 19 children who entered in September have had nursery or play group experience, although not all transfer from the same nursery. The results of tests made shortly after entry indicate that children show the full range of stages of development. Although results have not yet been compared with all schools in the authority, evidence suggests that, overall attainment is broadly average. It is noticeable that the overall attainment of children on entry varies from year to year. This is related to the variations in the proportion of children with nursery experience and those presenting with some degree of learning difficulty. Evidence from tracking the progress of pupils currently in Years 1 and 2 and the quality of learning observed in lessons indicates that all children make at least satisfactory progress and a significant minority makes good progress as they move towards entry to Year 1.

Personal, social and emotional development

55. Children's development in this area of learning is good. The well-organised induction procedures ensure that most children start their school experience with a good measure of confidence. Already children cope well with school routines and have a well-established sense of belonging and an awareness of their own self-worth. A high priority is placed on development in this area. Children have an appropriate understanding of social conventions and what is considered acceptable or unacceptable behaviour. They relate well not only to each other and the adults who work with them but can confidently approach a relatively unfamiliar visitor to share their excitement over the arrival of a baby brother or the completion of a 'Miss Muffet' booklet. With appropriate support most children are able to co-operate in group activities which involve rules and taking turns. They settle quickly to teacher-directed and self-chosen tasks and sustain attention for appropriate periods of time whether it is singing or designing a rail track. They are able to clear away equipment responsibly and get ready for the next activity. The good progress made owes much to the consistently calm and sensitive support provided by all the adults who work with these children.

Communication, language and literacy

56. Development in this area is broadly in line with the agreed stages of development towards the Early Learning Goals for children at the Foundation Stage. Most children listen attentively to stories and rhymes and are eager to join in as familiar phrases occur. The progress children make owes much to the consistent support, provided by staff, to extend children's vocabulary and familiarity with simple grammatical structures. As the bank of words that they understand and can use for themselves increases children talk confidently about their needs and ideas with adults who work with them and with each other.
57. This was illustrated well at the end of sessions when children explained to the whole class how they had made their tower or a house for 'Power Ranger'. The more mature children listen to each other when, for example, negotiating with a partner the best position for a railway bridge. Through whole-class and group activities children show their understanding of how books and print are organised and are able to talk

about the pictures to interpret the content. They eagerly join in 'reading' along with the teacher as a group, and enjoy browsing in the book corner for themselves. The more mature children are increasing the number of words recognised on sight and the letters and associated sounds in some familiar words. Most children take pride in naming their work for themselves and make appropriate progress in recording their ideas through pictures, symbols and eventually using letter-like shapes and copied words.

Mathematical development

58. Children make satisfactory progress towards the agreed Early Learning Goals for mathematics. Children are able to sort sets of objects according to size, colour or shape and can recognise and continue a given pattern. All children enjoy group counting activities, readily joining in the fun of songs such as 'Alice the Camel'. With the teacher's support children accept the challenge of counting to 20 and back to zero. Most children count accurately to five and recognise the associated numerals. Higher attaining children do so to ten and can confidently provide the numbers found between two given numbers. They recognise and name basic two-dimensional shapes. In practical activities, with construction equipment, they name and explore the properties of three-dimensional shapes. Through activities using sand and water they establish an understanding of comparative measures, such as 'light/heavy' and 'more/less'.

Knowledge and understanding of the world

59. Development in this area is broadly in line with agreed steps towards the Early Learning Goals for children in the Foundation Stage. Through topics such as 'Autumn' and 'Myself' children develop an understanding that they and aspects of their environment change over time, and that patterns emerge. When making collage pictures they identify differences in the properties of materials. Higher attaining children are willing to propose reasons for what might, or has already happened when experimenting with re-cyclable materials to make a tower or, for instance, when water ceases to flow while filling a container using a funnel and tube. Most children use construction and small toys to illustrate what they know about the world, as when building a Lego lorry the contents of the trailer have to be stacked and re-stacked to avoid a slipping load. Most children quickly develop early computer skills such as using a mouse to operate a program. They are introduced to aspects of their own culture through traditional tales, rhymes, songs and playground games and to other cultures through the celebration of such major festivals as Divali.

Physical development

60. Overall, physical development is broadly in line with age-related expectations. Manipulative skills are developed appropriately by the daily opportunities to use pencils, crayons, scissors and glue spreaders and well-judged intervention to directly teach strategies for managing such equipment. Children move around the limited space within the classroom very well. They show a very good measure of control and awareness of space and others in it. However, the lack of access to an appropriately equipped and secure outdoor area and sufficient timetabled opportunities for vigorous, imaginative play has a negative impact on the progress made in this area of learning. The school has identified this as a concern, but the nature of the school building and the sloping site on which it is constructed, make finding a solution to this problem difficult.

Creative development

61. Overall children make broadly satisfactory progress in developing their creativity through a suitable range of experiences. They develop increasing control when using paint, crayons and collage materials. They experiment with media as when overlaying fine tissue paper to create shape patterns. Children enjoy making music. They sing a good range of songs and rhymes with enthusiasm, good articulation and sustained pitch. They are aware of changes in speed and volume in some songs and follow the directions of the 'conductor' well. They have self-chosen and teacher-directed opportunities to explore the sounds of non-tuned instruments and use these to accompany their singing.

Quality of education provided

62. Overall the quality of teaching is good. It is never less than satisfactory and in three out of four lessons observed it was judged to be good. This reflects the findings of the previous report. This quality of teaching makes a significant contribution to the attainment of these children and the quality of their learning. It is characterised by the secure knowledge of the agreed Early Learning Goals for children of this age and the understanding of the expected sequence of steps in learning that children should make. This is clearly demonstrated by the quality of planning that provides clear learning intentions and the opportunities for children to achieve them through a balance of teacher-directed and self-chosen purposeful activities. Children have opportunities to explore, or consolidate understanding, knowledge and skills as they need and at a suitably brisk pace to maintain interest. Good use is made of whole-class and group activities so that the children learn not only from the teacher, but from each other. This is particularly so in language, literacy and numeracy activities. Questioning such as, "How can we make that stronger?" and, "What will happen next?", is used well to extend responses or clarify the understanding of specific children. All adults clearly communicate the value they place on a child's effort so that each is aware of their achievement.
63. The management of provision for children in the Foundation Stage is satisfactory overall. The curriculum for these children is broad and balanced and takes account of the nationally agreed curriculum advice. The scheme of work is currently being designed to systematically develop the knowledge, skills and understanding required to achieve the agreed Early Learning Goals. Children are appropriately assessed on entry using the baseline assessment devised by the local authority and information from parents and nursery schools. The outcomes of these, and on going assessments, are used to track the children's progress effectively. The school has already identified the need to revise school assessment procedures in the light of national developments. The accommodation for the reception class is unsatisfactory because the classroom is too small, and the lack of an appropriately equipped and secure outdoor area has a negative impact on provision for these children. The school has identified the need for improvement and continues to seek ways of developing the facilities.

ENGLISH

64. The results of the most recent national tests for pupils at the end of Key Stage 1 show that the standard of attainment in reading is well above average when compared with all schools and above average when compared with schools of a similar context. The standard of attainment in writing is above average when compared nationally and when compared with schools of a similar context. The percentage of pupils attaining the more difficult Level 3 is well above the national

average in reading and above average for writing. The results of national tests in English for pupils at the end of Key Stage 2 show the overall standard of attainment to be above the national average. The proportion attaining beyond the expected Level 4, is well above the national average. When compared with similar schools overall attainment is above average. It is evident that attainment in writing is significantly below that of reading and has a negative impact on overall attainment. This reflects a national trend.

65. Inspection evidence indicates that overall, the standards of attainment broadly reflect the results of the 2000 statutory tests. It indicates improvement since the previous inspection that may well be the result of the influence of the National Literacy Strategy.
66. Overall standards of speaking and listening are above average. Most pupils start the National Curriculum with appropriately developed skills and make good progress. This is particularly so with the development of listening habits. Pupils throughout Years 1 and 2 listen attentively to stories, explanations, questions and instructions and respond appropriately. This is illustrated by the business-like way they disperse after whole-class sessions, clearly knowing what they must do, and settle to work promptly. Pupils in Year 1 confidently use the technical vocabulary they are systematically introduced to when talking about their work. Year 2 pupils carry out sequences of instructions and confidently raise questions to clarify their understanding. Many pupils help the listener to understand by providing appropriate detail when responding to questions. As pupils move through Key Stage 2 most maintain good listening habits and continue to acquire and use an ever-increasing vocabulary and understanding of the varied structures of our spoken language. In Years 5 and 6 most pupils are well aware of the basic conventions of Standard English and when it is appropriate to use them. By the end of the key stage pupils attend more closely to the views of others in discussions and use this to extend their own thinking. The progress pupils make owes much to the good role models teachers provide for them, the value placed on pupils' oral contributions and the direct teaching to extend their working vocabulary. This is particularly so for those pupils with learning difficulties. However, the development of skills associated with speaking to a variety of audiences for an increasing range of purposes is currently insufficiently structured. The school has identified this as an aspect to be considered in the policy review cycle.
67. Throughout the school pupils' attainment in reading is above average. Most pupils beginning the National Curriculum know that letter shapes represent sounds in words and that pictures provide clues when attempting to decode words. All pupils make at least satisfactory progress and the majority makes good progress as they move through the school. The progress made owes much to the systematic teaching of skills and strategies and the daily opportunities to talk about what is read with the teacher. Pupils in Year 1 read simple texts by recognising frequently occurring words and common sounds made by combinations of letters. Pupils in Year 2 use their knowledge of punctuation and an increasing range of strategies for tackling unfamiliar words effectively to improve their fluency and understanding. They discuss the plot and characters in stories and recognise the basic features of fiction and non-fiction books. Pupils know about the function of tables of content and indexes, but their experience of using a library is significantly limited. The direct teaching of decoding skills is systematically continued for pupils at Key Stage 2 so that progress is sustained. They are introduced to a substantial range of fiction and non-fiction texts which they discuss with the teacher to identify the specific structures and techniques writers use to inform and engage the interest of the reader. For example, pupils in Year 3 enjoy the features of shape poems, while those in Years 4

and 5 encounter biographical writing and modern authors such as Ted Hughes. In Year 6, pupils sample such classical writers as Shakespeare. They recognise the differences in layout and styles of vocabulary related to different writing purposes. Most pupils in their final year read effectively and have clear reading preferences. Although pupils at Key Stage 2 know about information retrieval skills through specific classroom exercises their practical experience of library organisation and independent research is underdeveloped.

68. Attainment in writing at the end of Key Stage 1 is above average. However, attainment in writing at the end of Key Stage 2 is significantly lower than that in reading. Pupils entering Year 1 build on early writing experiences using their increasing knowledge of phonics and copied words to record personal news, write instructions for making a jam sandwich, or retell a Bible story. In Year 2, pupils use basic punctuation and appropriate structure when writing a story, a poem, or recording a survey of land use in Wainstalls. They develop a joined script to record their work and use their knowledge of sounds to make reasonable attempts when spelling words of more than one syllable. The systematic teaching of basic grammar and punctuation and direct teaching of writing for specific purposes supports progress well. It represents improvement since the previous inspection. Throughout Key Stage 2, grammar, punctuation and spelling conventions continue to be taught systematically so that, for example, pupils at the end of the key stage organise their work in paragraphs. The range of formal and informal writing is extended and teachers consistently support progress by making strong connections between reading and writing, so that pupils have opportunities to use examples as models for their own compositions in specific exercises. Pupils in Year 3 experiment with shape poems for themselves and focus on including adjectives. The interesting use of vocabulary appears in the work of pupils in Year 4 so that phrases such as 'blizzards slash across the ice..' appear in a poem. Pupils in Years 5 and 6 experiment with biographical writing, preparing a summary or a formal police statement. In imaginative writing they develop an incantation in the style of Shakespeare and use dialogue to move a story plot forward. Pupils generally use a joined script to record their work but few appear to regard handwriting and presentational skills as important. The co-ordinator has identified the need to improve attainment in writing. Timetabled sessions for independent extended writing activities have been introduced and strategies for improving motivation are being investigated. It is too early to judge the impact of these initiatives.
69. Pupils with special educational needs make good progress in relation to their prior attainment. The suitable use of the National Literacy Strategy and consistently sensitive guidance of teachers and classroom support staff have a significantly positive impact on their achievement.
70. Pupils' attitudes to English are good throughout the school. Pupils listen attentively to teachers and readily involve themselves in whole-class sessions. Because their ideas are valued they confidently answer questions, exchange ideas and respect each other's contributions.
71. The quality of teaching throughout the school is good. No unsatisfactory teaching was observed. This consistency of teaching makes a major contribution to the attainment of all pupils. Teachers use the guidance of the National Literacy Strategy well to best meet the needs of pupils in mixed-age or mixed ability groups. In the most successful lessons teachers identify exactly what the pupils should know, understand and be able to do by the end of the lesson. This is shared with the pupils so that their activities have a clear focus. Each ability group is given appropriately challenging activities so that their work is purposeful and a brisk pace sustains

interest. Introductions to lessons catch pupils' attention and the teachers' enthusiasm is infectious. Knowledge of the subject is good and links between speaking, reading and writing are consistently made. Questioning is used well to invite all pupils within mixed age classes to be involved in sharing ideas. Specific supplementary questions are used to challenge the responding pupils in order to move learning on and assess progress. The management of pupils with behavioural difficulties is particularly good and enables all pupils to be actively involved in learning and make best progress.

72. The provision for this subject is effectively managed. The co-ordinator has successfully introduced the use of the National Literacy Strategy, and specific funding and in-service training opportunities have been used well to support implementation. Useful procedures are in place to evaluate the provision for this subject through the monitoring of teaching and planning, the examination of samples of pupils' work and the results of appropriate assessment procedures. The co-ordinator has already identified the need to provide teachers with a more detailed portfolio of moderated samples of writing and the need to extend the use made of assessment data to include the setting of targets for improvement for individual pupils. This places the school in a position to improve further. Overall, resources are satisfactory but the quality of library provision and its use are unsatisfactory and this has a negative impact on the progress made in the development of independent information retrieval skills.

MATHEMATICS

73. The results of national tests in 2000 showed that attainment at the end of Key Stage 1 was well above the national average. In comparison to similar schools, results were above average. The results of national tests at the end of Key Stage 2, showed that attainment was above the national average. In comparison with schools with a similar proportion of pupils eligible for free school meals, results were about average. Since the previous inspection, the school's results in mathematics have improved in line with the national trend. Present inspection evidence indicates that attainment at both key stages is well in line with expectations. This is despite a higher than average number of pupils with special educational needs at Key Stage 2. Last year's national test results were good. The successful introduction of the National Numeracy Strategy, the use of an updated commercial mathematics scheme and improved standards of teaching have all been contributory factors.
74. By the end of Key Stage 1, pupils, when talking about tens and units, demonstrate a good understanding of place value up to 100. Many Year 2 pupils can add and subtract two-digit numbers. Most pupils understand how money is used and make simple calculations using coins up to 20p. They develop their knowledge of two and three-dimensional shapes, and many can sort them by attributes. Most pupils can construct a simple table or bar chart to represent information they have gathered, with higher attaining pupils able to interpret the information.
75. By the end of Key Stage 2, pupils have satisfactorily built upon the knowledge and understanding gained earlier. Mental arithmetic skills are developing well and a number of pupils make calculations with speed and accuracy, especially those with secure knowledge of their 'tables'. Pupils use the number operations to solve problems. They have a sound understanding of place value. Many pupils successfully interchange vulgar, decimal and percentage fractions, and work accurately with a range of metric measures. Higher attaining pupils understand the properties of numbers such as multiples, squares and square roots. These pupils multiply by two-digit figures and understand rotational and reflective symmetry.

76. Pupils make sound progress through both key stages, and for a significant minority progress is good. Emphasis on daily mental practice, structured by the successful introduction of the National Numeracy Strategy, is enabling pupils to rehearse and build on their numeracy skills. Work presented to pupils with special educational needs is well matched to their needs, and they are supported well. Progress for them, in relation to their prior attainment, is good, especially in Key Stage 2.
77. Pupils' attitudes to mathematics are good. They positively relish the challenges of the oral and mental sessions and are interested and confident. Behaviour is good. Pupils co-operate well, share tasks and support each other where appropriate. They work well individually, showing good levels of perseverance.
78. The quality of teaching at both key stages is good, and this is an improvement from the time of the previous inspection. All the lessons seen were at least satisfactory and 70 per cent were good or very good. Teachers display good subject knowledge and enjoy implementing the National Numeracy Strategy. Teachers know their pupils very well, work is generally well matched to pupils' abilities, and good quality support is given by members of both the teaching and non-teaching staff. The objectives to be achieved in the lesson are clearly identified and teachers are adept at using opportunities to achieve these objectives. In a lesson for pupils in Year 3, on understanding fractions, the teacher had drawn a shape divided into halves on the whiteboard. One pupil looked at her diagram and observed: "The pattern made by the two 'bits' is kind of symmetrical". The teacher skilfully exploited the situation later in the lesson, and the pupils came to learn that when representing $\frac{1}{2}$ using diagrams, what matters is that the halves are equal in value, not that the distribution of parts makes a symmetrical pattern.
79. The curriculum, based on the Numeracy Strategy, and supported by a commercially produced scheme of work, is soundly planned, broad and balanced. It is effective in progressively developing pupils' mathematical skills. There is effective monitoring and tracking of individual progress over time, and regular assessments are made of pupils' progress using the results of end of unit assessments and optional national tests. The information gained is beginning to be used well to guide the school in providing more specialised support, in providing targets for individual pupils and 'booster' sessions for higher attaining pupils.

SCIENCE

80. The standards attained by pupils at the end of both key stages vary from year to year, as does the attainment of the groups of children joining the school. For example, the teacher assessments made in 1999 showed the attainment of seven year olds to be below the national average, whereas those for 2000 were above average. The national tests for 1999 indicated that at 11 pupils' attainment was well below the national average for all schools and very low compared to schools with a similar proportion of pupils eligible for free school meals. However, in 2000 attainment was close the national average for all schools, but below average compared with similar schools. Pupils make satisfactory progress in the infant years, and achieve appropriately. The latest information shows that compared with others across the country, pupils make satisfactory progress in the junior part of the school. The achievement of junior pupils is satisfactory. The small numbers of pupils taking the tests make identifying year on year trends in attainment unreliable. Nevertheless, standards could be higher. Pupils make better progress in English and mathematics than they do in science. Inspection evidence indicates that the standards of the

seven and 11 year olds currently in school are broadly similar to those in other schools.

81. Since the last inspection, the quality of pupils' learning and their attitudes to science lessons, have improved.
82. The school makes proper provision to teach science to pupils in the infant classes, but it was not possible to see any of the lessons for that age group. Informal discussions with the pupils and the scrutiny of their past work confirm that they make satisfactory progress and enjoy science work. They make good use of their senses when investigating and know a good deal about animals. However, after their investigations they do not say whether things happened as they expected.
83. Pupils at Key Stage 2 respond well to the challenges set in investigational work, as in a lesson for Years 5 and 6 seen during the inspection, about how the pitch produced by vibrations can be varied. The teacher's ability to match the demands she made to the different levels of attainment ensured that the learning needs of all pupils were met. The teacher went around the class to find out whether everyone was making progress and used the last part of the lesson well to check what they had learned. As a result, the quality of pupils' learning was good. This was due also to the pupils' ability to concentrate well for most of the period. However, the attention of some wavered during the final few minutes. Discussions with the pupils, observation of lessons and the scrutiny of past work shows that they have a satisfactory understanding of scientific enquiry; for example, they can draw conclusions based on the evidence they have collected. It shows too that they have a sound grasp of the other aspects of this subject. However, they do not suggest ways of improving their work.
84. The findings of the inspection indicate that pupils now have good attitudes to science, which, together with their good behaviour in lessons, helps their learning a great deal. Their written work is neatly presented. The pupils are well motivated and work hard. This is due in part to the good relationships that teachers have with their classes. This also helps them to make progress. Other strengths in the teaching are:
 - teachers plan well and regularly identify how they will check that pupils have learned what they intended;
 - teachers have good expectations of what pupils can do; for example, they give them responsibility for deciding how to record experiments;
 - teachers interact well with pupils to make sure that they understand and are making progress during lessons.
85. The quality of teaching is satisfactory overall. However, not enough use is made of computers for data-handling and recording in science lessons.
86. The co-ordinator has only been in post a few months. She is enthusiastic and committed, knows how to develop science in the school and has made a good start in managing the subject. She has already changed the scheme of work to take account of the new national planning guidance, audited learning resources and begun to check the quality of teaching and learning. The co-ordinator recognises the need to monitor the standards that pupils attain and the quality of teachers' planning regularly.
87. A number of factors act against raising standards. The amount of time allocated to teaching science is too little. In most other schools nearly twice as much is given to

the subject. This has a negative effect on pupils' achievements. The lack of a systematic way in which teachers record the progress that pupils make as the academic year passes, makes it difficult to ensure that plans are changed if necessary to consistently challenge different groups of pupils. The learning resources are currently inadequate. The school recognises this and has allocated 1000 pounds to improving provision.

ART AND DESIGN

88. At the end of both key stages, overall standards are similar to those normally expected of pupils of this age and progress is sound. For a significant minority, standards are above expectations and for these pupils progress is good. This is a broadly similar picture to that at the time of the previous inspection.
89. By the end of Key Stage 1 pupils can select their own materials to create images.
90. They are able to make three-dimensional models using a variety of media and materials. Pupils use wax crayons and colour washes to create landscape backgrounds. They begin to realise that art can be used to convey feelings and 'moods'. After talking about natural landscapes, pupils in Year 2 were encouraged to create 'Ice Worlds'. Pupils used a variety of 'cold' colours and media, including fabric, wallpaper, bubble-wrap and tissue paper, to create a range of very effective scenes. Some pupils quickly understood the effects they could achieve by 'overlapping' and using varying layers of tissue paper.
91. At Key Stage 2, pupils experience an appropriate range of paint media and techniques. "Ties in the 1960's" were very effectively represented using black and white patterns and bright fluorescent colours. Pupils are able to make accurate observational drawings of training shoes, many showing a good eye for detail and appropriate proportions.
92. Much effective work is developed from other subjects. Pupils make representations of 'The Iron Man' after reading the verses in literacy. Those studying the Victorian period in history used their own profile to create cameo brooches in the style of the popular jewellery. After a visit to see Shakespeare's 'Macbeth', pupils in Years 5 and 6 used computer technology to create very striking images for a poster to advertise the play. However, pupils' knowledge of famous artists or schools of art is limited.
93. The teaching seen was good. Thorough preparation, good organisation and classroom management, and the creation of a pleasant atmosphere encouraged pupils to work hard. In the Year 2 lesson creating 'Ice Worlds', the results overall were visually delightful and conveyed an atmosphere that could only have been achieved by knowledgeable and sensitive teaching. The teachers were particularly supportive of those who lacked confidence in their own ability.
94. Displays of artwork are very carefully presented, highlighting the pupils' good efforts. The co-ordinator is knowledgeable and a good practitioner. Although only in post a short time, she has a clear vision of how she wishes to develop a coherent whole-school scheme of work. Effective use is made of the Internet to 'visit' art galleries, and pupils throughout school worked very well together to create a large scale 'Millennium Clock' under the guidance of an artist-in-residence.

DESIGN AND TECHNOLOGY

95. Although the school makes appropriate provision for teaching design and technology, it was only possible to observe one lesson during the inspection. As a result, reliable judgements cannot be made of the quality of teaching and learning, or the pupils' attitudes to the subject.
96. Evidence from the scrutiny of pupils' past work and teachers' planning shows that the standards achieved at the end of both key stages are in line with national expectations and that they make satisfactory progress. At Key Stage 1, pupils take full advantage of the good range of opportunities which teachers provide. They understand the design process and are adept at explaining their thinking. For example, one boy in the notes annotating his design drawing for a spaceship wrote: "In case there is a fire in my rocket, there is a fire exit." Their work shows signs of much care and attention to detail, especially their shoe box models of rooms. They realise the importance of evaluating their work, writing things such as: "If I made another I would.....".
97. In the lesson observed with pupils in Years 5 and 6, this same valuable emphasis on evaluating work was a strong feature, which together with the teacher's willingness to give pupils proper responsibility for choosing materials and tools, resulted in them making good progress. The teaching and learning were good in this lesson, because the teacher's firm control and good attention to safety matters created a secure learning environment in which pupils worked enthusiastically and held constructive discussions with their partners about how to improve their designs. The completed work of pupils in the junior part of the school also shows that they enjoy a wide range of experiences. These include card technology in which springs, slots and sliding parts are combined to create 'A fun book for toddlers'. Pupils continue their explanations: "This bit flips and something pops up." Further activities they undertake include weaving, making puppets and designing and making sweets and biscuits. Pupils produce a variety of design ideas and work with accuracy and attention to detail. However, in their work with resistant materials, such as wood, they rely too much on glueing as a means of joining and fixing.
98. The co-ordinator is a part-time teacher who has only been in post for only a few months, but shows great commitment and conscientiousness. Her monitoring of classroom practice, largely outside the time she is contracted to work, has already led to improvements in the planning for the subject. She is aware of the need to devise a system for assessing the attainment and progress of pupils in order to match tasks more effectively to the needs of groups and individuals. The learning resources are unsatisfactory. The range and quality of tools are inadequate and there are not enough resistant and sheet materials for pupils to work with.

GEOGRAPHY

99. The evidence of pupils' past work, discussion with the co-ordinator and scrutiny of planning documentation, indicates that pupils are on target to achieve standards broadly in line with those expected of pupils by the time they leave school. Progress is satisfactory. As only one lesson was seen it is inappropriate to make overall judgements about the quality of teaching, or of pupils' attitudes to the subject.
100. At Key Stage 1, pupils develop their knowledge and understanding of the area around school. They plan simple routes and highlight familiar features, both of the immediate school environment, and of Wainstalls village. They study Ordnance Survey maps and identify such features as 'dam' and 'mill' when looking at how the

land is used. They examine aerial photographs and make their own maps to represent what they have seen. They discuss how the maps differ from the photographs.

101. At Key Stage 2, progress in understanding physical features of the region is supported by visits to Skipsea, near Whitby, to look at the effects of erosion. Pupils compare hill life in Wainstalls with life in the valleys at Hebden Bridge. Very effective links are made with the history of the region during pupils' survey of the jobs people in Wainstalls have now, compared to 150 years ago. Use of the 1841 census reveals jobs such as 'worsted spinner', 'book keeper' and 'stone delver', all done by people living and working in the village. Now there is the 'exporter', 'estate agent' and 'solicitor' and pupils' mapping skills help them identify how far people travel to work and shop today. They come to understand the effect this has had on the Wainstalls community. Pupils' awareness of the world beyond their own locality is well developed through 'family' links with the Caribbean island of St Lucia, through e-mail contact with a former 'exchange' student in France and school contacts in New Zealand. Their experience of using a range of sources of information is extended well through the use of information and communication technology.
102. The co-ordinator has opportunities to examine standards of work and has monitored some teaching. The school has effectively modified the Qualifications and Curriculum Authority's subject guidelines to better match the needs of their pupils. Planning is done over two and three year cycles to help ensure that pupils in mixed age classes receive a sound breadth of experience of the different Programmes of Study, and that their geographical skills are progressively developed. Regular field trips for all pupils to such places as Jerusalem Farm, a local environment centre, help to underpin the development of these skills.

HISTORY

103. No lessons were observed during the inspection because of timetabling arrangements. Overall judgements on teaching and pupils' attitudes to the subject are inappropriate. However, evidence from teachers' planning, scrutiny of pupils' work and discussions with the subject co-ordinator indicates that pupils make satisfactory progress as they move through the school, and standards of work are in line with national expectations. Standards have been maintained since the previous inspection.
104. At Key Stage 1, pupils effectively develop an awareness of the recent past and compare it with the present. In looking at Britain since the 1950s, pupils learn about the importance of public transport as they realise that few families had a car. They learn that there were no supermarkets and that people used the 'corner shop'. They talk to their grandparents and find out about life during the Second World War, and then about the development of the famous 'Mini' car. Sound progress is made in understanding recent chronology.
105. At Key Stage 2, pupils, finding out about the Tudors, become aware of the different effects these kings and queens had on the country. A visit to a local Tudor house, which includes a tour and talk from a costumed guide, enhances their learning. Pupils at the end of the key stage are able to make comparisons between life in Victorian England and their own lifestyle, especially in terms of childhood. They learn to empathise with people in different circumstances and this contributes to their personal development. Through access to a range of artefacts, photographs, old log books and documents, pupils develop their awareness of historical evidence. Pupils' writing, describing 'Arthur's Story - Living in the Country', shows an awareness of the

hardships and deprivations of the time. This work helps pupils link historical evidence using literacy skills.

106. As no lessons were observed, no judgements can be made about teaching or pupils' attitudes to the subject. However, comments in pupils' books, such as "Well done - you have collected good evidence from the computer programme" or "This is lovely - you have made it sound exciting" indicate that pupils approach the subject with enthusiasm and appreciate the varied experiences teachers provide.
107. The subject is managed well by an enthusiastic and knowledgeable co-ordinator. She is a member of The English Civil War Society and has access to a wide range of primary evidence, including costumes and other artefacts, which she uses to enhance pupils' learning. All the teachers work hard to foster a love of history in the pupils. Excellent 'museums' in classrooms, made up of a wide range of artefacts and family treasures brought in by staff, parents and pupils, are a testament to this. Visits to Larkhill Place, a Victorian street, and the transformation of the school hall into a Victorian classroom, where teachers and pupils dress the part, are further indications of the efforts teachers make in order to interest and motivate the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. By the end of Key Stages 1 and 2, standards in line with national expectations. Pupils make satisfactory progress throughout the school. Since the last inspection the provision made for information and communication technology has improved a great deal. A computer room has been set up, much outdated equipment has been replaced and high quality guidance has been provided for members of staff.
109. A strong feature of the school's provision is the use of the Internet. All pupils, except the very youngest, have access in their classrooms to the worldwide web. This has a very positive effect on both their confidence and the standards they attain. Pupils of different ages send emails and get information from 'cyberspace'. During the inspection pupils in Year 3 were observed sending emails to Santa Claus. The email contacts set up with people in different countries support work in information and communication technology and other subjects, such as geography, well.
110. No lessons were observed in infant classes, but teachers' planning and the records they keep show that pupils have suitable experience of the different aspects of work they should cover and use computers in their study of different subjects. For example, they use word processing to record their interviews of a member of the support staff, who attended the school as a child, as part of their history activities.
111. A strength of junior pupils' attainment is their ability to prepare multimedia presentations. At the time of the inspection, the oldest pupils were putting the finishing touches to their work on 'Macbeth', in which they used computers to create 'posters' that combine images, text and sound. These older pupils also have appropriate experience of developing their information and communication technology skills through work in other subject areas. For example, in geography lessons they analyse information about rainfall in different countries using computers.
112. Insufficient teaching was observed to make a judgement of its quality. However, some very good teaching of junior pupils by a classroom support assistant was seen in the computer room. Her clear, straightforward explanations ensured that pupils understood what to do well. She kept up a brisk pace without rushing the pupils. The expectation that pupils would try things out for themselves at the earliest opportunity, coupled with their willingness to discuss how they were working and

thinking, contributed strongly to the very good progress made in the lessons. All the pupils observed or spoken to were very keen on information and communication technology activities.

113. The work of the co-ordinator has helped greatly to raise standards and improve the status of the subject in the school. For example, he has produced a very effective plan for developing work in this area and a programme to ensure that 'core' skills are taught to each year group. The support and guidance given to individual teachers and classroom assistants have improved their confidence and expertise considerably.
114. By holding an 'open' session for parents in the computer room, he has tried to ensure that they understand how this subject is taught. The co-ordinator acknowledges the need to incorporate the use of information and communication technology into the planning for other subjects, and to complete and implement the proposed system for assessing and recording pupils' attainment and progress.

MUSIC

115. During the inspection it was only possible to observe one lesson at Key Stage 1. Evidence from this observation, the musical content of assemblies, teachers' planning documents and discussions indicates that the attainment of pupils at the end of Key Stage 1 is broadly in line with national expectations. It is inappropriate to make an overall judgement about the standards attained by the pupils at Key Stage 2.
116. Pupils enter Year 1 with an appropriate repertoire of songs they can sing from memory and suitable experience of making music with non-tuned instruments. They make satisfactory progress, so that in Year 2 they sing with enthusiasm and good articulation. Most are able to sustain pitch when singing together. They recognise a regular beat and can copy and sustain it using body percussion. Pupils accompany their singing using both tuned and non-tuned instruments. They are able to follow a graphic score and more formal recording in which letter names stand for notes. Singers and instrumentalists are aware of the need to follow the conductor and do so altering volume, tempo and rhythm on instruction. They are aware that it is important to practise in order to refine their performance and do this readily. All pupils have the opportunity to share their musical preferences with others when choosing the introductory music for assemblies.
117. In the lesson observed, and when singing in assembly and play practice, pupils enjoy music making and are eager to improve their performance.
118. An overall judgement on teaching is inappropriate but in the lesson observed it was satisfactory. Good use is made of opportunities to be involved in local musical initiatives. This is illustrated well by the wealth of both music and literacy experiences pupils had working with practising musicians to produce a musical play.
119. Most staff have little expertise in the subject so good use is made of specialist teaching. The current policy and scheme of work requires review and updating to take account of the support the current staffing situation in school and the changes over time in such areas as information technology. Overall, resources are satisfactory, although the co-ordinator is anxious to increase the range of tuned instruments and computer programs. The services of the peripatetic music service are used well and this enriches the provision for the pupils involved and the musical life of the school.

PHYSICAL EDUCATION

120. Although the school makes proper provision for physical education, only one lesson was observed during the inspection. As a result there is not enough evidence to make reliable judgements about the overall standards that pupils achieve, the quality of teaching and learning, or pupils' attitudes to this subject.
121. The quality of teaching in the dance lesson for pupils in Years 5 and 6 was very good. The strong emphasis the teacher placed on getting the pupils to evaluate their performance had a very positive effect on what they achieved. The pupils responded very well to the teacher's enthusiasm. They were keen to take part, worked hard and enjoyed themselves. The standards that the pupils reached in the lesson seen were in line with national expectations. They move with control and fluency, and learn by comparing their performance with that of the others in the class. They understand the gestures and body positions used in different kinds of dancing; for example, the flamenco. However, the contrast between strong movements and those of less 'weight' is not brought out clearly in their work.
122. Pupils have ample opportunities to learn to swim. Records show that swimming attainment is good. Nearly all pupils reach the required standard of swimming 25 metres unaided by the time they leave.
123. Good relationships with local professional and amateur soccer and rugby clubs, who respond by coaching pupils at the school and inviting them to attend their matches, help to raise standards and increase interest in sport.

RELIGIOUS EDUCATION

124. During the time of the inspection it was only possible to see one lesson. From scrutiny of pupils' work, planning documentation and discussions with the subject co-ordinator, evidence indicates that at the end of both key stages, standards meet the requirements of the locally agreed syllabus. Pupils are beginning to reflect sensitively about their own values, and are making progress in understanding some of the beliefs of others.
125. At Key Stage 1 pupils are developing an awareness of themselves through considering personal experiences. They respond well to topics such as 'Ourselves', 'Special Days' and 'Precious Things'. Pupils consider such statements as "If I gave a gift I would give....." and respond thoughtfully. They know the story of Jesus' birth and recognise him as being 'special'.
126. By the end of Key Stage 2, pupils have a better awareness of the diversity of religious faith through studies of Christianity, Islam and Sikhism. They know stories associated with the major characters of these faiths, and recall, for example, that Eid is the day of celebration at the end of the Feast of Ramadan. They understand that religions have stories that guide people in the way in which they would behave and lead their lives. They begin to understand that some ideas and practices are shared by various faiths, but may be experienced differently. This is an improvement since the time of the previous inspection.
127. The co-ordinator and the teachers have worked hard to create a sound planning framework. They enjoy using the new locally agreed syllabus, and there is sufficient guidance to ensure that work is based securely on what has been learned. Effective use is made of the varied resources from the Multi Faith Centre in Bradford, and useful links have been established with a local school, which has a multi-ethnic

population. Pupils from that school have visited and talked about their faith and its customs in assemblies. Visits to a Sikh temple, a mosque in Halifax and to Halifax Parish Church effectively re-inforce work done in school. Visits from representatives of the Church of England, the Methodist Church, the Salvation Army and from a Baptist church in the USA give pupils a variety of viewpoints to reflect upon.