

INSPECTION REPORT

ST CHAD'S C OF E (VA) PRIMARY SCHOOL

Brighouse, West Yorkshire

LEA area: Calderdale

Unique reference number: 107549

Headteacher: Mrs Lesley Bowyer

Reporting inspector: Mr R. Spinks
2783

Dates of inspection: 4 – 8 December

Inspection number: 225204

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Upper Green Lane Hove Edge Brighouse West Yorkshire
Postcode:	HD6 2PA
Telephone number:	01484 712361
Fax number:	01484 711638
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Cust
Date of previous inspection:	9 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rod Spinks 2783	Registered inspector	Science	What sort of school is it?
		Information and communication technology	The school's results and pupils' achievements
		Design and technology	How well are pupils taught?
		Special educational needs	What should the school do to improve further?
Vicky Lamb 11358	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Jill Palmer 18152	Team inspector	Mathematics	Pupils' attitudes, values and personal development
		Art and design	
		Equal opportunities	
Bill Indian 31575	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Areas of learning for children in the Foundation Stage	

The inspection contractor was:

Staffordshire and Midlands Consortium

Mr I H Jones
Kingston Centre
Fairway
Stafford
ST16 3TW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 12
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13 - 16
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16 - 17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17 - 20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20 - 22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	22 - 23
HOW WELL IS THE SCHOOL LED AND MANAGED?	23 - 25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26 - 30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31 - 48

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Chad's C of E (VA) Primary School is situated in the village of Hove Edge to the north of Brighthouse. There are 202 pupils on roll, which is about average for primary schools nationally. The school admits pupils into the Reception class each September in the year of the pupils' fifth birthday and there are currently 30 pupils in this class. The majority of pupils have some pre-school experience before they enter the school. The early assessment of pupils on entry to the school shows that the full ability range is present, although the proportion of lower attaining pupils is smaller than normally found. The pupils come from the local area where the majority of the housing is privately owned. Pupils are from generally advantaged backgrounds.

There are 18 pupils on the register of pupils with special educational needs and a statement of need is held for one pupil. This is below the national average. There are no pupils for whom English is an additional language, which is well below the national average. There are four pupils who are identified as eligible for free school meals, which is well below the national average, although the data is unreliable and there may be significantly more pupils eligible but unidentified.

HOW GOOD THE SCHOOL IS

This is a very good school where standards are well above the national average in English, mathematics and science, and at least meet national expectations in the other subjects of the curriculum. Teaching is good, and in response pupils make good progress as they move through the school. The school is well led and the management of the school is very effective at all levels. Governors are well informed and monitor the work of the school closely. They make a significant contribution to the development of the school. The school gives good value for money.

What the school does well

- Pupils make good progress to attain well above average standards by the end of Key Stage 2.
- Good teaching overall.
- Management by the headteacher, senior managers and subject co-ordinators.
- Management by the governing body.
- Pupils' behaviour and attitudes are very good and there are very good relationships.
- Very good attendance levels.
- Very good information for parents.

What could be improved

The consistency of the marking of pupils' work to inform pupil target setting and teachers' planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall the improvement of St Chad's C of E (VA) Primary School since the last inspection in February 1998 has been very good. Standards are much higher and are now above average for the core subjects of English, mathematics and science. The quality of teaching has improved so that it is now consistently good and frequently very good which leads to the good progress pupils make. The school managers and governors have addressed all of the key issues identified in the previous report and they have the capacity to continue to improve the quality of the school's work.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A*	A	A
Mathematics	B	A	A	C
Science	C	A	A	C

Key	
Very high	A*
well above average	A B
above average	
Average	C
Below average	D
well below average	E

By the end of their year in the Reception class pupils are attaining standards which are above average in personal development, communication, mathematical development, knowledge and understanding of the world, physical development and creative development.

By end of Key Stage 1, pupils attained standards in the national assessments in 2000 which were well above national averages in reading and mathematics and very high for writing. A high proportion of pupils attained the higher standard, Level 3, in reading, writing and mathematics. In comparison with schools having a similar proportion of pupils eligible for free school meals, standards in reading and writing were well above the average, and standards in mathematics were close to the average.

By the end of Key Stage 2, pupils attained standards in 2000 which were well above national averages for English, mathematics and science. When compared with schools having a similar proportion of pupils eligible for free school meals, pupils attained well above average standards in English and average standards in mathematics and science. Pupils make well above average progress in English and science and above average progress in mathematics as they move from Key Stage 1 to Key Stage 2.

A detailed scrutiny of pupils' work carried out by inspectors supports the identified high standards at both key stages. Pupils' work shows consistently good and very good progress for pupils of all

abilities in all year groups. Many pupils in Years 2 and 6 are on course to attain standards above those normally expected.

Standards have been rising over the last three years. Pupils are attaining standards in information and communication technology which are above those normally expected. In other subjects of the curriculum standards are at least in line with those expected nationally.

The school sets appropriately challenging targets for pupils' attainment and works hard to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: pupils attend regularly and enjoy their schooling.
Behaviour, in and out of classrooms	Very good: pupils behave well in lessons and moving round the school. They behave well when playing at lunchtime, where older and younger pupils get on well together.
Personal development and relationships	Very good: pupils are able to take responsibility. They recognise each other's success and celebrate appropriately. Relationships are very good.
Attendance	Very good: attendance levels are high and unauthorised absence is very low.

Pupils come to school regularly and work hard at their lessons. They behave very well and older pupils relate well to younger pupils and this is especially so at lunchtime and playtime. Overall, relationships in the school are very good and teachers provide good role models for their pupils. Pupils are given opportunities to take responsibility for their own work and more generally around the school which promotes good personal development.

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 a strength of the school. Inspectors observed thirty-six whole or part lessons during the inspection covering all classes and all teachers. Overall the quality of teaching was judged to be good. No teaching was found to be unsatisfactory. 92% of teaching was judged to be good or better with 61% good and 31% judged very good or outstanding. Teachers have good subject knowledge and plan lessons effectively to ensure pupils make good progress and attain high standards. Lessons are delivered at a brisk rate using a variety of methods. Teachers have high expectations of the quality and quantity of work pupils do in lessons. In response to the good teaching, pupils concentrate well and work hard. They make at least good progress and sometimes

make very good progress and achieve well.

The teaching of English and mathematics is good. Teachers have fully implemented the national strategies for literacy and numeracy. The teaching is well planned and lessons are having a direct impact on improving the standards in these subjects. Teachers also link their work in the other subjects of the curriculum to their work in literacy and numeracy and this is further enhancing the progress pupils make and the standards they achieve.

In general teachers, have high expectations and they ensure that most pupils make good progress, however, a few pupils of just below average attainment only make satisfactory progress as teachers do not identify sufficiently clearly what these pupils know and can do and then set realistically challenging targets for them to achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced: fully meets statutory requirements including literacy and numeracy. There is a good range of extra curricular activities.
Provision for pupils with special educational needs	Good: these pupils are well supported in lessons. The code of practice is fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: spiritual development is good. Social development is very good. Moral development very good. Cultural development is satisfactory. Pupils personal development is good, they relate well to each other and adults.
How well the school cares for its pupils	Care for pupils is good: good academic records maintained by teachers chart pupils' progress as they move through the school. Personal development is effectively managed. The special educational needs Code of Practice is fully met. Teachers take note of individual education plans when planning their lessons.

The school provides a broad and balanced curriculum which fully meets statutory requirements. The basic curriculum is significantly enhanced by good extra-curricular activities ranging from sports teams to the computer club, as well as opportunities for playing the recorder and the choir. There are good opportunities for pupils' spiritual development, with teachers asking pupils to reflect upon important issues in assemblies and in lessons. Pupils' moral and social development is very good. Pupils know right from wrong and relate well to their teachers and their peers. Cultural development is satisfactory, but there are only limited occasions where pupils consider the multicultural nature of our own society. There is good provision for pupils with special educational needs, with clear individual education plans which teachers take into account when planning their lessons. Teachers keep detailed records of pupils' progress over the medium and long term and produce informative annual reports for parents. The school and governors have established good health and safety procedures to ensure the well-being of pupils.

The school works very effectively with parents to support the learning and development of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher give clear direction to the work of the school. She sets appropriate targets for the development of the school. Senior staff and subject co-ordinators make a good contribution to monitoring and development of the school.
How well the governors fulfil their responsibilities	Governors are very effective: they support the school well by having a good understanding of the strengths and areas for development.
The school's evaluation of its performance	Very good: the senior managers and subject co-ordinators use a range of assessment data to monitor the effectiveness of their work. Accurate comparisons are made with similar schools to evaluate overall effectiveness.
The strategic use of resources	The school uses resources very effectively: there are adequate and well qualified staff including a part-time information and communication technology specialist to make the most use of the increased computer resources. Overall resources for learning are adequate. The building is well maintained and very clean.

There are sufficient qualified and experienced teachers to deliver the curriculum to all pupils. The additional part-time specialist information and communication technology teacher is currently enhancing pupils' learning in information and communication technology. The school buildings, whilst on three levels, are used effectively as are the outside play areas. They are well maintained and are kept clean, which makes for a welcoming learning environment for pupils. The building is enhanced by a wide range of well presented displays of pupils' work.

The school is very well managed. The headteacher provides clear professional leadership and is developing a good working relationship with the hard working and well informed governing body. The governors have overseen the improvements in the school since the last inspection and are planning very effectively for the continued development of the school.

The headteacher provides the governors with a detailed analysis of the school's work, including a comparison of attainment with similar schools. The school improvement plan is produced through a consultative process and governors then evaluate the cost implications of the plan and how it can be delivered. They then monitor the delivery of the plan and the spending profiles regularly. The school seeks to obtain the best value in its purchasing. As a result the school is applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress pupils make in reading. • Very good behaviour. • Very good support for pupils. • The personal development of pupils including spiritual, moral, and cultural development. • Good contact between parents and school. • Considerable improvement since the last inspection. 	<ul style="list-style-type: none"> • The variable use of homework by teachers. • No prizes for good attendance.

Inspectors agree with the parents that this is a very good school where pupils make good progress in their learning, especially in reading. The teachers support their pupils well and enable them to develop into caring individuals who relate well to their peers and adults. Pupils' behaviour is very good. Parents receive a range of good information about the work of the school as well as clear end of year reports, which identify the attainment and progress pupils make. The school has improved considerably since the last inspection.

Teachers use homework appropriately to support pupils learning in lessons. Homework is set where it has a purpose and although there is some variation from class to class this is more an indication of pupils' needs than inconsistent application of the school's policy. The school does give many awards recognising pupils' achievements and although none are specifically given for attendance, the school has effective systems which ensure that pupil attendance levels are well above average.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection was carried out in December 2000 and the data used refers to pupils' attainment in the summer of 2000. Comparative data is used from the school's performance and assessment data report provided by the school. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited to establish what they knew and could do.
2. The early assessment of pupils on entry to the Reception class indicates that pupils' attainment on entry covers the full range, however the proportion of lower attaining pupils is smaller than usually found. Many have had access to pre-school experiences and show good social awareness. The school admits pupils each year in September.
3. By the end of their Reception Year pupils are attaining standards which are broadly above those expected in personal development, communication, mathematical and creative development. Physical development is more typical of that expected.
4. By the end of Key Stage 1 pupils are attaining standards which are above the national average in English and mathematics. In the 2000 tests and assessments for seven-year-olds standards in reading were above the national average for the proportion attaining the expected Level 2 or above, and well above for the proportion attaining the higher Level 3. Standards in writing were close to the average for the proportion of pupils attaining the expected Level 2 or better, and very high for the proportion attaining the higher Level 3. Standards in mathematics were very high and in the top 5% for the proportion of pupils attaining the expected Level 2 or above, and above the average for the proportion attaining the higher Level 3. Against national benchmarks, standards in reading and mathematics were well above national averages and standards in writing were very high.
5. In comparison with similar schools, using national benchmark information, standards in reading and writing were well above the average and standards in mathematics were close to the average.
6. The attainment of boys and girls reflects the national picture although their attainment is above the national averages. There is an underlying trend of rising standards over the last two years.
7. By the end of Key Stage 2 pupils are attaining standards which are above the national average in English, mathematics and science. In the 2000 tests and assessments for eleven-year-olds the percentage of pupils attaining at least the expected Level 4 was well above the national average for English, mathematics and science. The percentage attaining the higher Level 5 was well above average for English, and above average for mathematics and

science. Using national benchmark information, standards were well above the national average for all three subjects. In comparison with similar schools the proportion of pupils attaining at least the expected Level 4 was well above average for English and above average for mathematics and science. The percentage of pupils attaining the higher Level 5 was above average for English and close to the average in mathematics and science.

8. When compared with similar schools for progress from Key Stage 1 to Key Stage 2 the performance in English and science was well above average, and in mathematics was above average. This indicates that these pupils made at least good progress as they moved through Key Stage 2.
9. The school sets realistic and challenging targets for pupil attainment based upon a wide range of assessment information. The school does not always achieve the targets set but effectively evaluates the progress pupils make. The managers of the school track the performance of individual pupils as they move through the school and use this information to measure the effectiveness of teaching and learning.
10. Pupils are attaining standards above those normally expected in information and communication technology by the end of both key stages. Standards are rising as a result of the specialist teaching pupils are receiving in the recently installed and soon to be extended computer room. For example, pupils in Year 2 are able to produce simple pictures using drawing software and are beginning to word-process some of their work. Pupils in Year 6 are beginning to access the Internet to gather information in support of their learning in the other subjects of the curriculum.
11. Standards are at least in line with those found nationally in design and technology, geography, history, music, physical education and art and design by the end of each key stage.
12. Standards in literacy and numeracy are well above average by the end of Key Stage 1 and are high by the end of Key Stage 2. Pupils have many opportunities to use and extend their skills across the curriculum. For example, pupils in Year 2 are encouraged to write play scripts to enhance their learning in history using the skills learnt in their literacy lessons.
13. Overall, pupils are achieving well. They enter the school with above average levels of attainment in Reception and by the end of Key Stage 2 are attaining standards above and well above the national average in English, mathematics and science. Standards are improving in English, mathematics and science, standards in all other subjects are at least in line with those normally found. Pupils with special educational needs make good progress to achieve the challenging targets set for them in both key stages. Gifted and talented pupils are regularly challenged by teachers and attain high standards especially in instrumental music.

Pupils' attitudes, values and personal development

14. The attitudes shown by pupils are very good. The standard of behaviour throughout the school is very good. The personal development of the pupils is very good. Relationships in the school are very good. Attendance rates are very good.
15. Pupils are keen to learn. They like to be given tasks that challenge their thinking. In the lessons observed, teachers used good questions and prompts to initiate learning; the pupils were always eager to respond with interest and enthusiasm, expressing themselves clearly and often correctly. This was particularly evident in lessons where number work was being developed. For example, the oldest pupils were ready to explain the method or process by which their answers were achieved when solving number problems. Pupils are generally proud of their work, especially that produced on the computer; the work on display is of a high standard, and pupils were willing to talk about this work with visitors. The pupils showed good understanding of the tasks set and their work was generally completed in the time given. The pupils are interested in school life; many are willing to remain in school at the end of the day to take part in extra activities, including the homework club. The parents are also very appreciative of the fact that their children like to attend school. This is reflected in the high levels of attendance.
16. The school is an orderly environment where pupils mix and relate well with each other in classes, in the dining room and playground. Class teachers and support staff work together very well to ensure that conditions in and out of the classroom are favourable to effective learning. The school has a positive behaviour policy that encourages pupils to look after one another; this was particularly evident in the dining room and playground, when older pupils showed concern for the well being of the youngest. Good behaviour is recognised and commended. There was no evidence of any oppressive behaviour in the school.
17. There are very good inter-personal relationships in the school. This is evident among pupils and adults. The school's practice is to highlight personal and class achievement in whole-school assemblies. The work of adults in the school is also recognised at these assemblies; pupils of all ages are given opportunity to nominate someone who they think has achieved something special during the week. The achievement assembly recognises merit by individuals and groups and helps to promote the importance of social co-operation, and to enhance personal development. Pupils are also encouraged to accept responsibility through a range of activities; they prepare the hall for assemblies; act as monitors in and out of the classroom; and represent their peer group as members of the school council.
18. The rate of attendance at the school is very good. There are clear systems and procedures in place for parents when notifying the school about absence. Generally the pupils want to attend school and time off is taken only as a last resort.
19. Pupils arrive at the school punctually. Good use is made of the time when registers are being completed. For example, pupils in Year 2 sing their names in a variety of ways. They are also presented with the task of working out how many children are in the class each day, reinforcing the concept of more than and less than. During the inspection, lessons started

promptly. There have been no exclusions from the school.

HOW WELL ARE PUPILS TAUGHT?

20. Pupils are taught in their age group classes for all subjects by their class teacher and information and communication technology is taught to half class groups by a specialist teacher. Two part-time teachers share the teaching of the Reception class.
21. Overall the quality of teaching is good and is a strength of the school. Pupils respond well to their teaching and make good progress throughout both key stages to attain above average standards in the core subjects of the National Curriculum by the end of Key Stage 2.
22. During the inspection 36 whole or part lessons were observed. All classes were observed for their whole literacy and numeracy lessons. All teaching observed was at least satisfactory. Ninety-two per cent of teaching was judged to be good or better, with 31% judged to be very good or outstanding.
23. The teaching of pupils under-five was good, with some very good and outstanding teaching seen. Teachers have a good understanding of how pupils in this age group learn, and plan appropriate experiences to enable them to make good progress. There are always good opportunities for pupils to develop their language skills, and social development is very good. Pupils are given many opportunities to develop early reading and writing skills.
24. The teaching in Key Stage 1 is good overall. In total nine lessons were observed of which one was outstanding, one very good, six good, and one satisfactory. Teachers have a good knowledge and understanding of the subjects they teach. They plan lessons effectively and use a range of different approaches to deliver brisk and lively lessons which motivate pupils to work hard and make good progress. They organise their classrooms well and manage pupils very well so that behaviour is always good. For example, in a Year 2 numeracy lesson the teacher used a range of resources to encourage pupils to understand the concept that multiplication is multiple addition. Teachers use homework appropriately to support particularly reading, development.
25. The teaching in Key Stage 2 is good overall. In total 21 lessons were seen, of which one was outstanding, five very good, thirteen good, and two satisfactory. Teachers have secure subject knowledge and plan lessons that challenge pupils to achieve. Pupils consequently concentrate and work hard and briskly to complete the tasks they are set, ensuring that they make good progress. Where teaching is very good and outstanding, teachers enthuse and motivate their pupils to achieve very high standards. For example, in a literacy lesson in Year 4 the teachers' love for literature clearly motivated the pupils to concentrate hard and to make personal responses to the story they were studying and so their understanding of characterisation developed quickly. Teachers set homework where it will enable pupils to make more effective progress in their learning.
26. Teachers plan lessons effectively and mark pupils' work regularly. However, the quality of marking is inconsistent. Some teachers clearly identify what pupils know and can do and

then set clear targets for further development, whilst others use effective praise but do not indicate what pupils need to do to improve.

27. The teaching of English in both key stages is good overall. There were examples of very good teaching. Teachers plan lessons according to the recommendations of the National Literacy Strategy.
28. The teaching of mathematics in both key stages is good overall. Teachers use the structure of the National Numeracy Strategy effectively and pupils are making good progress.
29. The teaching of science in both key stages is good. Teachers effectively use an investigative approach to their lessons which enables pupils to make good progress.
30. The teaching of literacy is good overall and all teachers make very good links between the literacy programme and the other subjects of the curriculum. They frequently identify the strategies being used in literacy lessons and apply them in subjects such as history. For example, in a Year 3 history lesson, pupils used their knowledge of speech marks and play structure to present information on the Romans that they had found out from the many good reference books provided for them. Teachers encourage pupils to share their ideas, and pupils listen and learn from their peers and teachers in informal and formal situations. The strong focus on literacy throughout the school has had a major impact on raising the standards pupils attain by the end of Year 6.
31. The teaching of numeracy is good. Teachers use pupils' numeracy skills to enhance their learning in other subjects, such as when measuring in design and technology or presenting data collected in their science lessons as bar charts and line graphs.
32. In the other subjects of the curriculum it was only possible to observe a few lessons during the inspection and so judgements on the quality of teaching in these subjects is not very reliable. However, it is possible to make an overall judgement of the quality of teaching in the foundation subjects of the National Curriculum. There are few weaknesses in the teaching of any subject, and in general the teaching of all subjects is good. However, where there are relative weaknesses, and teaching is only satisfactory (that is in three lessons), teachers' allowed the pace of learning to slow down and work was not always well matched to the needs of all pupils.

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

33. The curriculum for pupils under-five is broad and balanced and forms a good basis for the National Curriculum. It is planned with reference to the six areas of learning and links well into the programme of work for Key Stage 1 pupils. The good quality and range of experiences provided contribute effectively to the good progress made by the pupils towards the early learning goals. There is smooth transition through Reception to Year 1.
34. At Key Stages 1 and 2 the school teaches the requirements of all the National Curriculum

subjects and religious education. The statutory requirements of the National Curriculum and the Diocesan Agreed Syllabus are met. The school's aims are clear and comprehensive. They are successfully promoted through a broad and balanced curriculum which offers a wide range of experiences and activities. There are, however, some weaknesses in the planned curriculum for some foundation subjects with regard to the development of progression and continuity of key skills.

35. The planned curriculum consists of at least an hour per day for literacy and numeracy. There are timetabled lessons for all other subjects. Planned activities provide a balance of learning experiences, based on direct teaching, independent work and practical investigation. Medium and short-term planning is generally well focussed on work which takes account of the individual learning needs of pupils and the systematic development of key skills. This planning has a direct influence upon the good progress made by many pupils from an early age and represents an improvement since the last inspection. The school has successfully introduced the National Strategies for Literacy and Numeracy and this is having a positive effect on standards. The school has decided to adopt nationally recommended guidelines for science, information and communication technology and the foundation subjects. There are, however, some weaknesses in the medium-term planning of art, music and history. The quality of medium-term planning in these three subjects does not yet provide sufficient opportunities for the progressive and continuous development of key skills and knowledge and understanding of pupils as they move through the school.
36. Most curriculum planning is matched to the age-range in each class and is generally well matched to the needs of all the pupils in each class. Whilst opportunities for pupils to apply what they had learnt were generally used well, on occasions opportunities for research and inquiry were under-developed. Rarely were pupils seen using the library or CD-ROMs to gather information on topics of interest.
37. During the inspection the teachers' day to day planning was of good quality, clearly meeting the needs of most pupils including those with special educational needs. The best planning was based on prior attainment and identified learning objectives clearly. Lessons moved at a good pace and as a result pupils made good progress.
38. A good range of extra curricular activities, including a residential activity, sport, dance, choir, chess, information and communication technology and a homework club enriches the curriculum. A well established programme of visits to places such as Marrick Priory, Brighthouse, Shibden Hall and the Eureka Museum extends the curricular experience of pupils throughout the school. Opportunities for parents to support the learning process are generally well developed, although there is room for improvement with regard to using homework as a vehicle for research and inquiry purposes for older pupils.
39. The provision for pupils with special educational needs is good. The planned curriculum is socially inclusive, offering equality of access and opportunity for all pupils.
40. The school has a good programme for personal, social and health education including sex and drugs education programme. This is reflected in pupils' knowledge and understanding

of social and health issues. The involvement of the elected school's council in the development of a productive role for 'Chad's Chums' was based on a clear understanding on the pupils' behalf of what were the essential ingredients for a happy and productive play time.

41. Links with the local community are satisfactory. The school has enjoyed strong links with the local church and makes good use of parents and grandparents in school. Links with local industry are under-developed and the school has yet to fully exploit the potential of the Internet to establish links beyond the immediate community.
42. The school has satisfactory links with other local primary schools which are well represented in their shared music day. Links with the high school are well established and are reflected by visits from the high school orchestra. The school also enjoys productive links with a local special educational needs school.
43. This is a church school, aided by the Local Education Authority, and as such a separate inspection is required which looks in detail at the school's provision for acts of worship, the teaching of religious education and aspects of the pupils' spiritual, moral, social and cultural development. A separate report will be published on these aspects of the school's work.
44. Within a supporting and caring ethos the overall provision for pupils' spiritual, moral, social and cultural development is judged to be good.
45. Provision for pupils' spiritual development is good. An act of collective worship takes place each day for the whole school. Assemblies cover a range of appropriate themes throughout the year. They contribute to pupils' understanding of the main Christian festivals and provide opportunities to celebrate pupils' good work and acts. Some opportunities are provided for reflection in assembly and class work. The work for younger pupils related to the 'Creation Day' provided an opportunity for pupils to experience awe and wonder in relation to exploring the treasures of nature. Pupils of all ages demonstrated delight at the playing ability and composition skills of a Year 4 pupil in an assembly.
46. Provision for moral development is very good. The consistent application of the school rules by all staff ensures a good framework for the pupils' moral development. The school provides clear teaching on what is right and wrong and the behaviour of pupils is very good. They are encouraged to understand the consequences of their actions, to be honest, and contribute to the welfare of others in the school community. Stories are used to illustrate moral issues, and pupils show a good understanding of them. The code of conduct is displayed prominently and pupils are aware of its contents. Parents recognise that these values have a positive effect on their children and believe that pupils show good standards of behaviour. Adults working in the school provide good role models. They are friendly, helpful, supportive and caring towards the pupils in the classes they work in.
47. Social development is very well promoted by the school. The school provides a welcoming and friendly environment where pupils are expected to respect other people's point of view. They are expected to develop independence whilst supporting each other in work and play

with consideration for the needs of others. Teachers very successfully encourage pupils to work co-operatively together, to take responsibility for looking after the needs of others. Very young pupils were observed assisting each other in dressing after a physical education lesson. Older pupils were observed serving drinks at lunchtime. The school has very high expectations of good behaviour and relationships which are clearly conveyed to pupils.

48. Provision for cultural development is satisfactory. Many aspects of cultural development with regard to the pupils' knowledge and understanding of their own culture have been successfully developed through visits. The Year 6 field trip visit to Brighthouse and the Reception walk around the locality resulted in an increased awareness about the nature of these communities. Art and design and music play a limited part in extending pupils' cultural awareness. The visit of a local *brass* musician had a very positive impact on pupils in the Reception class. Provision for the development of pupils' multicultural knowledge and understanding is limited. Judaism is studied from Year 2 onwards and Year 6 visit a local synagogue. Planned work in history and geography relating to Ancient Greece, Egypt and the Indus Valley have a positive impact on raising the awareness of Key Stage 2 pupils of other cultures. Overall provision in this realm is limited by a shortage of resources displaying images of a multicultural nature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school is a caring community and good arrangements are in place to ensure pupils' well being, health and safety. Staff know the pupils well and maintain very good relationships with them. Staff make themselves easily available to pupils and parents who may have questions or problems. Parents are happy with these arrangements and are confident that their children like school. Parents confirm that they are kept well informed about how their children are getting on and that the school expects their child to work hard and achieve his or her best.
50. The school's procedures for child protection and ensuring pupils' welfare are good. Members of staff have received appropriate guidance on how to respond to welfare issues and are aware of the procedures to follow should they have any concerns about a pupil. Risk assessments of the school site are made and identified hazards are appropriately responded to. There are members of staff available who hold a recognised qualification in First Aid, and accidents or illness are dealt with efficiently and with consideration for pupils' feelings. Teachers and non-teaching staff supervise the pupils well throughout the school day, before morning school and at the end of the afternoon session. The lunchtime break is well managed to provide a valuable social experience.

51. The school has very good procedures for monitoring and promoting appropriate behaviour. Pupils are clear about what they must do if someone frightens or hurts them, and parents are satisfied that good behaviour is successfully promoted in school. Praise is used throughout the school to reward positive attitudes and significant achievements. Unacceptable behaviour, should it occur, is dealt with in a constructive manner which enables pupils to identify right from wrong and build self esteem. Teachers and support assistants manage lessons very effectively so that all pupils are able to concentrate on their work. The well managed and carefully employed strategies are further reflected in the increased amount of work produced by pupils' whose special educational needs result in them requiring specific support to maintain appropriate conduct in lessons. The school has clear strategies to respond to any incidents of bullying or harassment should they occur. No such incidents were evident during the inspection. The school has established appropriate procedures in the event of a pupil requiring exclusion from school.
52. The school provides good personal support and guidance for pupils, but formal monitoring of this aspect of school life is not fully established. Parents are informed of significant points in the annual written report their child's progress. Support is provided throughout the school based on a programme of personal, social and health education. This raises pupils' awareness of issues which may affect them and provides them with a forum for expressing their views in a relaxed and co-operative setting, as well as skills to keep themselves safe and to be able to live responsibly in the wider world. Pupils of all ages help adults in a variety of ways by setting out and tidying resources, managing equipment during assembly, and delivering registers to the office. The school responds very positively to ideas for new developments received from pupils. For instance, the school council, made up of representatives from each year group, meets frequently with the headteacher and has been instrumental in establishing a number of new initiatives. Another very good feature of school life is the 'Chad's Chums', a group of pupils who are selected by interview to help supervisors provide personal support for pupils during breaks and lunchtime. The school works well with outside agencies and parents to seek additional support when necessary.
53. Assessment of pupils' academic performance is good and the information obtained is used well to promote further progress, particularly in the core subjects of English, mathematics and science. Staff recognise pupils' needs and respond to them well. Pupils' attainment is assessed during entry to the Reception class and good tracking procedures enable staff to keep an accurate record of individual progress. Assessments of older pupils are based on a range of evidence, and statutory assessment procedures for pupils at ages seven and eleven are fully in place. However, marking of pupils' work to acknowledge specific skills and identify future targets for improvement is not consistent throughout the school. All requirements of the Code of Practice relating to special educational needs are fully met so that regular reviews of pupils' progress are carried out and used to plan individual support. The school has developed a programme specifically to promote better reading skills which parent helpers have been trained to support.
54. Attendance is well monitored. The school actively encourages good attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching, very good relationships and caring ethos have a positive impact on pupils' attendance. Registers are

well maintained to show how many pupils are present at each session and are monitored to ensure that any pupils with low or erratic attendance or poor punctuality receive help to improve.

55. There have been some very significant developments in this aspect of school provision which enhance the effective arrangements found at the time of the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Partnership with parents and carers is a strength of the school. The school has established a very positive relationship with parents and good links are in place to enable them to be actively involved in their children's learning. Parents hold the school in high regard and feel welcome in school at any time.
57. Very good quality information is provided for parents about the life of the school and about the progress which their children make. The prospectus is very clear about the attitudes and values which the school aims to promote and includes a very good range of information about school life and the curriculum provided. In addition, parents are given termly outlines of topics which their children will be studying. The governors' Annual Report to Parents meets statutory requirements fully and provides comprehensive details on school activities. All parents have received a Home School Agreement brochure which clearly sets out what can be expected of the school, parents and pupils. Information is given to parents about homework and other policies are available to view in school. Newsletters produced at two weekly intervals provide details and updates about curriculum and social activities. A parents' notice board in school provides a wide range of school based information such as minutes of governors' and School Council meetings, plans for school improvement and clear directions about how to raise a concern or make a complaint.
58. Written reports on pupil progress are of very high quality. They give parents a clear account of their children's academic progress and highlight significant personal developments, such as attitudes to work and relationships with other pupils. Targets for further progress are provided in English, mathematics and science, and parents are provided with the opportunity to write their views into the document. However, pupils' views are not included. The school provides a formal consultation session for parents to discuss their children's progress with teachers each term and these are extremely well attended. Parents are satisfied with the information about how their children are getting on. They feel that the school welcomes requests for additional discussions with staff and day to day communications between parents and teachers are good.
59. The school provides a wide range of opportunities for parents to visit school and events are very well attended. Parents are very well involved in the life of the school and contribute towards supporting their children's learning by helping with reading and other homework, taking part in special projects, and supporting the work of the school in general. Parents who wish to speak to teachers approach them easily at the end of the day and the headteacher is available for parents each morning in the playground as well as by appointment. From the Reception class onwards pupils take reading books home. Reading

and homework diaries are used to communicate between home and school. Several parents provide additional well structured help, for example, by supporting groups and individuals with reading and accompanying school excursions. A hardworking group of parents run imaginative fundraising and social events which make a valuable contribution to the quality of life in the school.

60. At the time of the last inspection parent and school partnerships were satisfactory. Parents are now better informed of the curriculum and the progress their children are making and express very positive views about the quality of experiences provided for their children. The school continues to value the high level of support received from parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The recently appointed headteacher has established a clear direction for the work of the school to continue to improve standards and the quality of education. As the leader of a strong team and supported well by other senior managers she has evaluated the strengths and weaknesses of the school clearly and is now planning appropriately for the future development of the school. The consultative and co-operative approach is enabling subject co-ordinators to make their full contribution to the development of the school.
62. There is a very good ethos in the school with a drive towards improving standards and an atmosphere that enables all pupils to learn in a positive and caring school society. The school improvement plan is detailed and over recent years has had a clear impact on improving standards and the quality of education. The plan reflects the aims of the school and is an effective tool for school improvement.
63. The school's aims are clearly reflected in the daily work of the school. The very good relationships and positive good behaviour of pupils, their concentration and hard work, and their care for one another all positively enhance their learning and the standards they achieve.
64. The teachers and the governors shared a commitment to improve after the last inspection and although teachers have changed, the governors have ensured that the commitment to improve has been sustained. The school has the capacity to not only sustain the current above average standards, progress and good quality but to enhance them still further.
65. The governing body carries out its role very effectively. It is well informed and governors are committed to their work. They ensure that they fulfil their statutory responsibilities effectively and through ready acceptance of recent changes in governors' roles have monitored the implementation of the national strategies for literacy and numeracy. There is a good committee structure, which enables the governing body to work more efficiently.
66. Governors, through their programme of monitoring the work of the school, have a very clear picture of the school's strengths and weaknesses. They are well informed by senior managers and subject co-ordinators and seek to set challenging priorities for the future development of the school. They are fully involved in producing the school improvement plan and have established a secure process for linking the plan with setting the school's

budget.

67. The school has used a programme of classroom monitoring by senior managers since the last inspection to improve the quality of teaching. It has now introduced a programme of monitoring by subject co-ordinators that is beginning to further improve the quality of pupils' classroom experiences and the progress they make.
68. The headteacher has analysed the recent national assessment information in depth to evaluate the overall effectiveness of the school. She also compares the school's effectiveness with similar schools. More recently, subject co-ordinators have analysed pupils' national assessments in English, mathematics and science to identify any specific weaknesses in pupils' attainment across the whole range of the National Curriculum for these subjects. This has identified areas for teachers to further develop their teaching practices.
69. Subject co-ordinators play their full part in the management of the school. They are well informed and their monitoring, as well as their effective oversight of planning, is already improving the quality of education. They have begun to monitor pupils' work and have identified the inconsistency of marking as an issue to address.
70. The school has well-established procedures for the induction of new staff. The newly qualified teacher is being well supported through an active programme of development, which includes visiting other schools to observe good teaching practice.
71. The governors have established clear procedures for the performance management of staff and have recently set clear and challenging targets for the headteacher to achieve.
72. There are very effective and efficient systems of financial control. The good use of computer systems ensures that governors receive regular budgetary information in order to monitor spending and ensure the agreed priorities are being met.
73. The governors are applying the principles of best value. They are provided with a clear analysis of the school's standards compared to national figures and those of similar schools. All spending is carefully considered and targeted through the school improvement plan which is produced through consultation with the teachers. Recent developments in information and communication technology have been fully costed, including the employment of an additional part-time teacher for a short period to establish the use of the new computer suite. Governors seek to ensure good value for money in the school's purchases. As a result of the above average standards, good quality teaching and the effective use of resources, the school gives good value for money.
74. There are sufficient well-qualified and experienced teachers and support staff. Pupils with special educational needs are well supported to make good progress by both teachers and classroom support assistants. The school makes effective use of trained parent volunteers to support aspects of its work.

75. The school building provides a good range of accommodation. There are sufficient classrooms and there is a large hall which is also used for indoor physical education. The building is well appointed and in good decorative order. The caretaker is very effective and the school provides a clean and welcoming environment in which pupils learn and play. The school is further enhanced by a wide range of well presented displays of pupils' work, which celebrate their achievements. There are safe outdoor play areas, which have appropriate play markings for pupils to use.
76. There are adequate resources to support pupils' learning in all subjects of the curriculum. The library has a reasonable stock of books and is enhanced for specific work by books borrowed from the Local Education Authority library service. There are more computers available for pupil use than in most primary schools. There is a computer in each classroom as well as a suite of eight computers in a separate room. The latter resource is to be further developed to 15 computers in the near future after building work has been completed. These information and communication technology resources have only been in use for about six weeks and are already having a positive impact on the standards pupils are attaining.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to raise standards further governors and senior managers should improve the consistency of the marking of pupils' work to inform pupil target setting and teachers' planning (paragraph ref. 26, 53, 69, 111, 112) by:
- sharing the good practice already available in the school.
 - ensuring that marking identifies what pupils know and can do.
 - using information from the marking of pupils' work to set short term targets for pupil attainment.

In addition governors and managers may wish to include in their future plans for the development of the school the following area of relative weakness: (paragraph ref. 35, 127, 130, 145, 151)

- Teachers' planning in history, art and music to ensure that pupils' learning builds upon what they already know and can do.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	22	3	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)	0	202
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	18

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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	3.1
National comparative data	5.2

Unauthorised absence	%
School data	0.01
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	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	13	13	13
	Total	23	22	25
Percentage of pupils at NC level 2 or above	School	92 (97)	88 (94)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	13	13	13
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	88 (94)	88 (94)	96 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	15
	Girls	16	15	16
	Total	31	28	31
Percentage of pupils At NC level 4 or above	School	97 (97)	87 (87)	97 (97)
	National	75 (70)	72 (71)	85 (81)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	15
	Girls	16	14	15
	Total	31	27	30
Percentage of pupils at NC level 4 or above	School	97 (77)	86 (77)	94 (88)
	National	70 (68)	72 (70)	79 (76)

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	178
Any other minority ethnic group	0

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 refers to pupils of compulsory school age only.

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)	8
Number of pupils per qualified teacher	28.9
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	364310
Total expenditure	378408
Expenditure per pupil	1865
Balance brought forward from previous year	1288
Balance carried forward to next year	-12810

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52.0	46.0	1.0	0	0
My child is making good progress in school.	48.0	51.0	0	0	1.0
Behaviour in the school is good.	35.0	59.0	0	0	1.0
My child gets the right amount of work to do at home.	21.0	57.0	17.0	0	5.0
The teaching is good.	39.0	60.0	0	0	1.0
I am kept well informed about how my child is getting on.	28.0	65.0	7.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	57.0	43.0	0	0	0
The school expects my child to work hard and achieve his or her best.	46.0	51.0	0	0	2.0
The school works closely with parents.	35.0	60.0	5.0	0	0
The school is well led and managed.	49.0	48.0	1.0	0	1.0
The school is helping my child become mature and responsible.	41.0	57.0	1.0	0	0
The school provides an interesting range of activities outside lessons.	22.0	54.0	15.0	2.0	6.0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. During the inspection five hours twenty minutes were spent observing lessons in the Reception class where pupils under five years of age were being taught. In addition time was spent on scrutiny of teachers' planning, assessment and record data, evaluation of pupils' work and on extensive discussion with pupils.
79. Overall, the pupils in the Reception class attain good standards in all aspects of their learning. The early assessment of pupils on entry to the school shows that the full ability range is present, although the proportion of higher attaining pupils is bigger than normally found. They make good progress and it is likely that by the end of the Foundation Stage the majority of pupils will be achieving standards at least in line with national expectations with a significant number of pupils achieving above the expected level. The provision for the pupils is good; they are offered a broad and balanced foundation curriculum through well planned, interesting and sometimes challenging activities.
80. At the time of the inspection there were 30 pupils in the Reception class who were admitted in September. The majority of pupils had not had their fifth birthday. The teachers' planning is good. The detail of the planning takes fully into account the national guidance for the Foundation Stage, reflecting an appropriate balance between adult led and pupil initiated activities and providing access to all the required areas of learning. The work planned for pupils is well matched to their needs. Good assessment procedures enable teachers to plan work for individual pupils; this work meets the needs of these pupils well. Two qualified teachers teach the class on a job share basis, very ably assisted by a qualified nursery nurse and a part time teaching assistant. The job share works particularly well and is reflected in teaching of a consistently high quality from both class teachers. The work is planned co-operatively and is under-pinned by a simple but very effective communication and assessment system involving the four key individuals. This results in a well organised and effective Reception unit. The parents and other helpers who also work with pupils in the Reception class are fully aware of what is expected of them and the pupils. Pupils, including those with special educational needs, make good progress in all key areas of learning.
81. The quality of teaching of pupils was good overall. Some very good teaching was observed. The teachers' planning ensures that pupils develop their basic skills, knowledge and understanding well. This is particularly so with speaking, listening, reading, writing and numeracy skills. Well established classroom routines ensure that pupils move around the classroom from one activity to another with confidence and a clear sense of purpose. Very little time is lost when moving from one activity to another and interest and enthusiasm are generally sustained. Good opportunities are provided for pupils to work independently and there were some very good examples of pupils co-operating well in role-play situations.
82. The programme for the induction of pupils is well planned in order to ease the transition from home to school. There is a visit to the nursery school which provides the majority of the

pupils and good links with local playgroups who provide the remainder. A school meeting for parents and a morning pre-visit for pupils take place before pupils start school on a part-time basis for a month. During the first three weeks of the term parents have direct access into the classroom and its activities. This provision is good in enabling pupils to gain confidence and gives parents the opportunity to get to know the class teachers, teaching assistants and the routines of the school.

83. Within six weeks of the pupils entering the Reception class the class teachers carry out a detailed assessment of pupils' attainment. This information is used to good effect when planning work. Simple, high quality, on-going assessment procedures involving all key staff working are a strength of the unit. The outcomes and information gained from these processes are used to good effect and have a direct and positive impact on planned activity and accelerating rates of progress for individual pupils. Parents are well informed of the current focus of the work and are given, by means of the target board in the cloakroom, a clear indication of how they can support their children's learning. This has a positive impact on pupils' learning. A carefully planned programme of staff development has taken place which meets the needs of experienced and newly qualified staff.
84. The teachers share the management of the Reception class and demonstrate a shared commitment to its provision for a wide range of good quality learning experiences. The school has maintained the good quality of teaching of the under fives which was identified in the last inspection. Satisfactory progress has been made since the last inspection.

Personal, social and emotional development

85. The teaching and provision for the pupils' personal and social development is very good. Relationships between the staff and pupils are very good and help to foster a calm, positive and well-disciplined learning environment. The pupils demonstrate growing confidence and self-assurance in their application to tasks. Most pupils settle quickly to their work and show sound levels of independence. The pupils behave very well and have positive attitudes to their work. Adults are deployed effectively and encourage the pupils to interact by providing good levels of support. This level of support promotes good progress in the pupils' listening skills. They listen to the teacher and one another, and many are eager to contribute to group discussions. Most pupils understand what is expected of them and behave accordingly. They co-operate well and recognise the need to take turns. For example, when making salt dough shapes, the pupils took it in turns to use the equipment. During the free-choice activities, most pupils treat one another with respect and they work well independently, in twos, and in larger group situations, with enthusiasm. Some pupils offer good support for classmates, for example, some pupils were observed helping others dress after a physical education lesson. Structured play, including role-play, is used well to support the pupils' social development. The pupils know the class routines well and observe these without needing to be reminded. At the end of the lesson they are beginning to take responsibility for putting away resources and generally tidying up in the classroom. Very good routines and procedures are in place to support the pupils in this aspect of their learning.

Communication, language and literacy

86. The provision and quality of teaching in communication, language and literacy is good overall. Pupils make good progress in developing their speaking and listening skills. The effective balance of whole class, group and individual work ensures that pupils have opportunities to interact with their peers and adults in a range of contexts. Role-play is used effectively to develop pupils' communication skills. For example, the post office provided valuable opportunities for pupils to ask for items that were on sale. This supports the development of their language skills well. Adults model sentence construction well, and ask pertinent questions to extend pupils' vocabulary. On occasions questions are used well to engage pupils in extended conversations, challenging them to explain what they are thinking, express preferences or give reasons. For example, some pupils were observed sharing their feelings about the contents of a storybook.
87. The pupils show interest and enjoyment in books and shared reading sessions. They concentrate well whilst stories are being told to them. Many pupils identify the main events in a story and can name the main characters. For example they answered questions about *'Kipper's Birthday'* with accuracy and understanding. Most pupils are keen to answer simple factual questions related to the stories which are shared with them. They read well together in 'big book' sessions and many pupils can read the names of the characters and some of the key words without prompting. There are many displays around the classroom that teachers use well to regularly reinforce pupils' learning of the alphabet and the more common words. Many pupils are using phonic and picture clues with increasing confidence, and some more able pupils are able to link sounds to letters and initial blends. Some pupils know about authors and illustrators.
88. Progress in writing is good. Already many pupils can form letters correctly and a growing number are demonstrating the capacity to write simple words independently. The teachers maintain a good balance between teaching copy writing and independent writing. Handwriting practice sessions focus well on correct letter formation. These skills are reinforced by the making of letters from modelling materials and by effective repetition of the 'letter of the week' by the class teacher. Pupils are encouraged to have a go at spelling words when writing their stories and some pupils are able to sound out more complex words. A few pupils are confident in doing this and successfully use their phonic understanding of letters to write phrases or sentences.

Mathematical development

89. The quality of teaching and provision for pupils' mathematical development is good overall. Good opportunities are provided by the teachers to reinforce pupils' understanding of number in all aspects of the curriculum. For example, in a physical education lesson, pupils were required to 'count out' a number of steps in order to assume a starting position. Pupils are learning to count and a small number can count to 20, forwards and backwards without prompting. Pupils are challenged well when in activities such as 'buying a bear' they are asked to match correct amounts of money to the purchase price, requiring them to add coins to the value of up to 5p. Teachers use every opportunity to introduce and reinforce

mathematical language such as 'more than', 'less than', 'longer than', and 'shorter than'. The writing and use of numbers is reinforced in several ways across the curriculum, including the use of price tags in the paired shopping activity. Pupils were observed extending their mathematical vocabulary in relation to shapes by using 'Millie's Maths House' program on the computer, whilst the repetition of key vocabulary in relation to time was particularly productive. The latter was reflected in pupils' increased confidence and competence in appropriately using key phrases such as 'morning' 'before lunch' and 'afternoon'. The concept of sequencing is regularly consolidated through everyday classroom routines, which involved getting ready and finishing lessons by following a set pattern.

Knowledge and understanding of the world

90. The provision for this area of learning is good. Pupils are given opportunity to gain much knowledge from a wealth of first hand experiences. An investigation activity using various grains provided pupils with a splendid opportunity to explore using their senses. Bulb growing activities provided pupils with an opportunity to notice and comment on natural change, whilst time spent in the 'old kitchen' role-play area provided pupils with an opportunity to use and explore old artefacts and household appliances. Good use is made of visits into the school grounds and locality to extend pupils' knowledge and understanding of the world immediately around them. For example, a walk around the local streets resulted in a display about different housing in the neighbourhood. Visits to the school from key members of the community such as a fire-fighter, nurse and musician were productively used to extend pupils' understanding of the diversity of the locality. Pupils were observed responding enthusiastically to the visit of the *brass* musician, demonstrating genuine awe and wonder at the range of sounds produced as well as developing their capacity to recognise and correctly name a range of brass instruments. Visits to the Eureka Discovery Museum and Shibden Hall extended pupils knowledge of the world further afield. Satisfactory use is made of the classroom computer to develop pupils' basic computer skills. This is undermined by a shortage of appropriate software. The pupils demonstrate adept control of the mouse. Provision for the extension of pupils' multi-cultural awareness is satisfactory but is restricted by a limited number of books and resources reflecting a diversity of cultural images.

Physical Development

91. The provision for the physical development of pupils is good. The pupils handle pencils, paintbrushes, scissors, tools and construction materials with increasing control. The pupils are developing good skills of co-ordination of movements during their outdoor play and physical education lessons. For example, during playtime sessions, adults were observed leading singing and movement games with pupils who were learning about moving from left to right. In a physical education lesson, the pupils demonstrated good co-ordination in skipping to music and shadowing modelled movements from a partner. Most pupils moved confidently and showed an awareness of space in the physical education lesson. There are two safe outdoor area where pupils are encouraged to carry out a variety of practical activities independently. However, activity in this realm is undermined by a limited range of outdoor play equipment and the lack of a covered outdoor area. The school has recently

invested in extending its range of outdoor play equipment, but at the time of the inspection it had yet to make use of its new acquisitions.

Creative development

92. Good provision and teaching ensures that pupils make good progress in their creative development. Pupils have daily opportunities to become engaged in creative work. They paint, print, and create collage pictures using a variety of natural and man-made materials. Good opportunities are provided for pupils to explore texture, colour and shape. For example, the sticking and covering of a leaf reflected increasing levels of care whilst the creation of a stained glass window required dexterity and accuracy. Pupils demonstrated originality in the rolling out and making of shapes in salt dough. Frequent opportunities are provided for singing, which pupils undertake with enthusiasm and enjoyment. Pupils' listening skills are developing well through the repetition of familiar songs, including number rhymes. Pupils' imaginations are developed well through the effective use of role-play in 'Cinderella's old kitchen'. Every pupil took part in the school nativity play as a member of the heavenly host of angels.
93. The Reception class has a satisfactory range of resources of appropriate quality. These resources are used very well to provide good learning opportunities for the pupils. This is a very caring Reception environment that provides good learning opportunities for the spiritual, moral, social and cultural development of the pupils. This is the result of a well planned curriculum and an effective team of hard working teachers and support staff.

ENGLISH

94. Overall standards of attainment in English are above the national average. This reflects an improvement in standards at Key Stage 1 from the last inspection when standards in reading and writing were in line with national expectations, and Key Stage 2 where they were above national expectations. The school has brought about substantial improvements in writing at Key Stage 1, improving at a rate greater than that seen nationally. Significantly more pupils are attaining the higher Level 3 in reading and writing than was seen nationally. In the most recent national tests the school's performance in English at Key Stage 2 was well above the national average.
95. Overall, the standards attained by pupils in recent national reading and writing tests at the end of Key Stage 1 are well above the average in comparison with similar schools. Compared to all schools nationally the school's performance in reading for pupils achieving the higher level of attainment was well above the national average. Evidence gathered from the inspection confirmed these findings. Teacher assessment reflects an under-estimation of reading at Level 2 but a close match at Level 3. Writing standards are well above the average in comparison with similar schools. Teacher assessment reflects an over-estimation of pupils' performance at Level 2 but a close match at Level 3.
96. At the end of Key Stage 2, the pupils' performance in the English tests was well above the average in comparison with similar schools and all schools nationally. In relation to prior

attainment at the end of Key Stage 1 the pupils' performance in English tests is well above the average for similar schools. There is no significant difference between the performance of boys and girls, although there has been a significant improvement in the performance of boys over the last three years.

97. In speaking and listening, standards at both key stages are above those found nationally. By the end of both key stages pupils make good progress. They respond well in class and when working with others; pupils pay careful attention to instructions and advice, and their listening skills are developing well. Younger pupils confidently take part in class discussions during the shared 'big book' activity. They use talk to develop their thinking and ideas when carrying out practical activities in other subjects. Pupils in Key Stage 2 talk confidently to adults and explain and justify their ideas. They describe what they are learning about. They build on and develop these skills through everyday classwork. More able pupils in Year 6 demonstrated their capacity to structure a reasoned argument in relation to local environmental concerns. The planning for speaking and listening is of good quality and is incorporated into planning for all areas of the curriculum. Pupils in Year 6 were required to speculate in pairs on the nature and purpose of a variety of historical artefacts.
98. Standards in reading in the school are high overall. In Key Stage 1, pupils make a good start in learning to read. A variety of approaches are used to meet the needs of the individual pupil. Pupils enjoy a high degree of success in early reading. They read with increasing fluency, as a larger group in shared text work, and individually when reading to an adult. They are able to retell stories accurately and make sensible predictions. They continue to make good progress as they move through Key Stage 2, being able to tackle increasing complex texts. Pupils show a great interest in words and a developing critical awareness, as demonstrated in a Year 5 poetry lesson where pupils offered alternative descriptive words to enhance a shared poem. Many pupils read with enjoyment and can talk about books they have read. They are encouraged to use a dictionary from an early age, and some older pupils were able to use a thesaurus effectively. Most pupils read at home on a regular basis. There is evidence that the 'Better Reading Partnership' involving parents is successful in accelerating rates of progress of many pupils, particularly those with special educational needs. Whilst able and more able pupils demonstrated the capacity to locate and extract information from reference books, opportunities for pupils to use these skills in their homework are under-developed. Many pupils know the library coding system but no pupils were seen using the library for private study or researching topic work during the inspection period.
99. Scrutiny of pupils' written work indicates that in both key stages they have generally made good progress since the start of term. In Key Stage 1, pupils can use capital letters, full stops and question marks with increasing confidence. Many pupils in both key stages show good standards of presentation in their work. They use joined script and handwriting is neat. There was evidence in Year 2 of pupils writing for a variety of purposes including creating a passport and travel brochure for a travelling bear.
100. Key Stage 2 pupils write for a range of purposes. Extended writing is particularly well exploited in other subjects. Year 4 pupils produced good quality writing in relation to a

science report on movement in the Earth's crust. Year 6 pupils used high quality descriptive writing in relation to history work about the Blitz and were observed constructing a persuasive letter in relation to proposed environmental change. The writing of poetry enjoys a high profile throughout the school. Marking is of variable quality. Whilst there are some good examples of the effective use of marking, many comments do not give advice which clearly identifies how pupils can further improve their work. This is particularly the case for lower attaining pupils. The school is currently exploring the potential of short-term target setting in English. Whilst there are some examples of good practice in Year 2 and Year 6, the lack of a coherent and consistent approach to this undermines its impact on and benefits to the pupils. Progress against targets set annually is well monitored.

101. Overall the quality of teaching of English in both key stages is good and in some lessons very good. There is a very good balance between direct teaching, group and individual work, and sessions, when pupils of all ages are brought together to evaluate their work and discuss the learning that has taken place. Teaching sessions in English are well planned in accordance with the National Literacy Strategy, and the preparation and organisation of resources for teaching is good. Teachers have secure subject knowledge and high expectations of what pupils should achieve. Lessons are well planned and take into account the individual needs of the wide ability range in each class. Assessment is used to good effect to inform future planning and build upon what pupils know and can do. As a result pupils make good progress.
102. Pupils with special educational needs make good progress in relation to their abilities because of the effective support planned by the school and provided for them in the classroom by teaching assistants.
103. The pupils' response to learning is never less than good. Pupils of all ages are willing and keen to learn and they do so with enthusiasm. They take full advantage of opportunities presented to them to work co-operatively or show their initiative. This was particularly well demonstrated in the Year 5 lesson on ghost poems and the Year 2 drama and dance session.
104. Whilst the school has set a target of this year for the percentage of pupils in Key Stage 2 attaining Level 4 or above in English in the national tests of 89% and this represents a challenging but realistic target for this group of pupils.
105. The co-ordinator's passion and enthusiasm for her subject has had a positive impact on the provision and use of good quality resources across the school which is reflected in good rates of progress and good quality teaching throughout the school.

MATHEMATICS

106. Overall, standards in mathematics are above average.
107. In the 2000 tests for seven and eleven-year-olds the school's results were well above the national average. When compared with similar schools, the school's results were broadly in

line with the average for this group of schools, at the end of both key stages. The number of seven-year-olds and eleven-year-olds attaining the higher Levels 3 and 5 respectively was well above the national average in all aspects of mathematics. As a result of more effective teaching, both the 1999 and 2000 test results reflect a very good improvement in standards in mathematics in Key Stage 1. These standards are greatly improved since the last inspection. The trend over the past five years is that eleven-year-old pupils have attained standards in mathematics that are above those expected nationally, year on year. Since the last inspection, the high standards in mathematics have been maintained. Evidence gathered during the inspection indicates that standards in all aspects of mathematics are high across all age and ability groups.

108. Evidence gathered during the inspection from looking at pupils' work and from discussions with them shows attainment to be above average. For example, the work in the pupils' books indicates that many seven-year-olds can use numbers well into the hundreds to solve simple addition and subtraction problems. Many pupils can round numbers up and down to the nearest ten and solve problems involving several amounts of money. Many pupils understand halves, quarters and thirds, and can describe the properties of a variety of shapes including hexagon, pentagon and octagon. All pupils use mathematical words such as symmetrical, horizontal and axis with confidence when presenting information in graphical form. Pupils in Year 6 can use numbers into the millions and have a good understanding of positive and negative numbers. They can use their knowledge of the addition, subtraction, multiplication and division of whole numbers and fractions very well when solving number problems. They use mathematical vocabulary with good understanding when interrogating data linked to research carried out in other subjects of the curriculum.
109. The evidence gathered through observing pupils at work, talking to them and looking at their books suggests that all pupils including those with special educational needs make at least good progress as they move through the school. For example, pupils in Year 2 can make bar charts and block graphs based upon the result of activities involving probability and the frequency of numbers when throwing dice. Pupils in Year 4 apply their understanding of recording information very well in a science lesson on wind resistance. In Year 6, pupils have carried out an intensive field analysis in the nearby town of Brighouse and have presented and interrogated their findings in a variety of ways, making very good use of information and communication technology to present their results. Excellent progress was observed in a Year 6 lesson when pupils developed their own strategies for problem solving, using their very good knowledge and understanding of numbers and their properties. Throughout the school, pupils' learning builds very well upon previous experiences. There is a very good balance between new learning and practising what has been previously learned.
110. The mathematics teaching observed during the inspection was judged to be good overall. During the inspection six lessons were observed. This equated to just over six hours of teaching and learning. Teaching of mathematics was observed in all classes. Teaching was judged to be good in three of the six lessons. Very good teaching was observed in one lesson in Key Stage 1 and excellent teaching in a lesson in Key Stage 2. In one lesson in Key Stage 1 the teaching was satisfactory. All the teaching followed the structure set out in the nationally recommended programme for teaching mathematics; the structure was being

used to very good effect. A common characteristic of good teaching was the way teachers' questions encouraged pupils of all ages to think about their answers even when they were wrong. Mental arithmetic sessions moved with good pace, requiring all pupils to be alert and to think quickly when recalling number facts. Only when these sessions went on for too long did the pupils begin to lose concentration and the quality of the learning was diminished. Another characteristic of good teaching was the very good use of mathematical resources and classroom helpers. Often the focus for the lesson was the same for all pupils. However, the very good use of resources and classroom support ensured that pupils of all abilities were appropriately challenged when working on their own. A generally very good feature of the teaching was the way that pupils were encouraged to apply their learning in mathematics to problem solving in other areas of the curriculum. A very enjoyable lesson was observed in Year 6, when pupils were required to draw upon all their previous learning in order to solve a variety of number problems. For example, some pupils were given a range of numbers into the hundreds and required to make 1000 exactly, by whatever means they could. All the pupils approached the activity with enthusiasm and enjoyment, demonstrating the ability to round up and down, estimate and use their knowledge of fractions in order to find their solutions. The quality of learning in this lesson was of the highest standard. Teaching was less successful in a lesson in Key Stage 1 when the planned work on shape was not sufficiently challenging.

111. The pupils' attitudes and behaviour in mathematics lessons are very good. Pupils of all abilities enjoy their lessons and accept challenge with interest and enthusiasm. They take part in mental arithmetic sessions with confidence. Their work is generally presented well, although there is inconsistency across the school in the standard required, which sometimes results in written work being undervalued. There is also inconsistency in the quality of teachers' comments on the work that pupils produce. At best, the comments are constructive and recognise not only what the pupil has done well but also what the pupil could do better. At worst, the work has a tick or a cross with no helpful comment or advice.
112. The mathematics co-ordinator has a very good understanding of the subject and has the desire for all pupils to achieve their full potential. He has used his knowledge to good effect in helping other staff to become more confident in using the approach outlined in the national strategy for teaching mathematics and number work. As a result of observing the teaching of numeracy throughout the school, the co-ordinator has a clear view of what further developments are needed. A clearly focussed action plan has been produced as a result of this process, including staff development and the purchase of more resources.
113. The school has made very good improvement since the last inspection. Standards in Key Stage 1 have been raised. The high standards in Key Stage 2 have not only been maintained but developed across all other subjects of the curriculum to a high standard. The teaching and learning in mathematics is of a high quality.

SCIENCE

114. During this inspection it was possible to observe four lessons in science. The current and

past work of pupils in all year groups was scrutinised in detail. A discussion was held with the science co-ordinator and the science resources reviewed.

115. Overall, standards in science are improving and are now good.
116. By the end of Key Stage 1, pupils are attaining standards which are above those typical for seven-year-olds. In the 2000 national tests and assessments standards were above the national average for the percentage of pupils attaining the expected Level 2 and well above for the higher Level 3. Standards were in line with those of similar schools. These results show that standards in science have risen over the last three years.
117. From the scrutiny of pupils' work inspectors judge that current attainment is above the nationally expected level. Pupils in Year 1, for example, were able to separate materials with shiny and dull surfaces and were beginning to understand that shiny materials reflect light. Their descriptions showed obvious interest and enjoyment in this activity and showed an early understanding of reflection.
118. Overall, pupils are making good progress in all aspects of science. Pupils with special educational needs make good progress in attaining the targets set for them, through the very effective in class support that they receive.
119. By the end of Key Stage 2, pupils are attaining standards which are above those found nationally. In the 2000 national assessments for eleven-year-olds the percentage of pupils who attained the expected Level 4 was well above the national average and the proportion attaining the higher Level 5 was above the national average. When compared with similar schools the percentage attaining the expected Level 4 was above the average and for the higher Level 5 was close to the average. Standards in science have been rising for the last three years.
120. In lessons and from a scrutiny of pupils' past and present work inspectors judge that pupils are currently on course to attain standards similar to those of 2000. Pupils are attaining similar standards in all four aspects of the science curriculum. For example, pupils in Year 6 were able to devise a test to investigate how an elastic band stretches with increasing weight. They understood the need for a fair test and were able to present their results using a line graph. In another lesson in Year 3, pupils were able to devise an experiment to find which material would be best for making shadow puppets. They understood the terms transparent and opaque.
121. Overall, pupils are making good progress as they move through the key stage. Progress accelerates still further in Years 5 and 6. Pupils with special educational needs make very good progress, achieving average standards in some aspects of science, through the well targeted and very effective support they receive.
122. Overall, the quality of science teaching is good. Teachers have secure subject knowledge and use a variety of teaching methods, which promote good science learning and so pupils make good progress. In the best lessons teachers encourage pupils to investigate thoroughly

and to be confident in identifying conclusions from their practical work. For example, in a Year 4 lesson, pupils were encouraged to investigate wind resistance and they were able to draw the conclusion from their findings that this is a force. There was evidence in pupils' books that teachers are using homework to further develop pupils' research skills. The quality of teaching has improved since the last inspection and this is contributing to the improving standards.

123. Pupils clearly enjoy their science lessons. They work hard and concentrate well. They are developing the ability to work well in groups as well as to research information for themselves. Pupils are given the opportunity to consider the importance and the relevance of science to their lives and its impact on them.
124. The subject is well managed and the well-organised science resources enable teachers to plan and deliver practical science for their pupils, which makes a positive contribution to learning and progress. The co-ordinator has begun to monitor teachers' planning and some lessons to ensure the quality of learning for pupils. However, the marking of pupils' work is inconsistent and this has not yet been monitored by the co-ordinator.

ART AND DESIGN

125. The limited evidence gathered during the inspection indicates that overall the standards in art, by the end of both key stages, are only just typical of those found in primary schools nationally. Current work on display and the work in pupils' art folders show that standards in Key Stage 1 are satisfactory and pupils are making appropriate progress. Standards in Key Stage 2 are barely satisfactory and progress from Key Stage 1 is not maintained. The subject is led by a recently appointed co-ordinator, who is enthusiastic, eager and able to develop the subject further in order to raise standards.
126. During the inspection only three art lessons were observed. Two lessons in Key Stage 1 and one lesson in Key Stage 2. Overall, the quality of teaching was good. A particular strength in the teaching was the teachers' ability to make clear the objectives for the lessons; this was achieved by very good demonstrations that motivated the pupils to learn. The teacher, in a lesson on observing and painting winter trees, provided good resources, including branches for observational work and a good selection of brushes and other tools for achieving the right effect when applying the paint to paper. Older pupils produced some good work on perspective after a well taught introductory session on observing and reproducing perspective on paper. The lessons were well planned and resulted in work of an appropriate standard. The pupils responded enthusiastically in the lessons observed and they made good evaluations of their work. They readily made suggestions as to how their work could be improved.
127. All the teachers teach art to their own class of pupils. The planning for art is not sufficiently detailed to ensure the progressive development of skills throughout the school. Currently the subject is mainly developed as part of work in other subjects of the curriculum. The school has recognised this weakness and has appointed a co-ordinator who can lead the subject forward and raise standards. Already a detailed audit of need has taken place and a good

action plan has been produced. The co-ordinator has observed teaching in some classes. The need for staff development has been recognised by all and there is a plan for bringing other expertise into the school through visiting artists.

128. The resources for art are satisfactory. There is an appropriate selection of basic materials that can be used for a wide variety of activities. There are insufficient books and pictures on the work of well-known artists. Resources are currently spread around the school; the co-ordinator has recognised the need to centralise these so that all staff can access them when necessary.
129. The pupils' work in art and other subjects of the curriculum is displayed well around the school.
130. There has been little progress in art since the last inspection and the standards have not been maintained, particularly in Key Stage 2. The school has already recognised that the subject needs to be developed further and has acted upon this by appointing a new co-ordinator.

DESIGN AND TECHNOLOGY

131. Although only one lesson of design and technology was observed in Key Stage 2 during the inspection, a wide range of evidence of pupils' work was scrutinised and discussions held with many pupils.
132. Overall standards in design and technology are at least typical of those expected and are frequently higher by the end of both key stages.
133. By the end of Key Stage 1 pupils attain standards which are at least typical for their age in a wide range of work. Pupils are able to work with a range of materials and show appropriate making skills, for example, when pupils designed and made clay finger pots. The majority of pupils show sound design skills, with even the youngest pupils presenting several design ideas. They are then able to evaluate their product and suggest improvements to their designs in discussions but their evaluations are not always recorded, which reduces the impact of their learning on future work.
134. By the end of Key Stage 2, pupils have developed more sophisticated design skills. They evaluate their products in order to develop them further and identify the making skills the need to develop. For example, Year 5 pupils designed and made an Egyptian box. They showed good design skills with labelled sketches. They demonstrated sound making skills and were proud of their finished articles. Different groups and individuals helped each other with suggestions for making elements of their designs.
135. Pupils are making sound progress in both key stages. They work with interest and often enthusiasm and sustain their concentration to complete their designs. Pupils with special educational needs make good progress against their personal targets, being effectively supported by classroom assistants. Pupils respond well to their design and technology lessons. They enjoy working individually and also regularly help one another with

suggestions and ideas. They concentrate well and persevere with their work to produce some good quality finished articles.

136. Only one lesson of design and technology was observed during the inspection. Teaching in this lesson was judged to be very good. Lessons are well planned with a range of activity. Teachers have high expectations and use particularly effective interventions with pupils to sustain both the challenge and the pace of the lesson. Teachers' planning records show that the full range of the National Curriculum programme for the subject will be covered, and effectively ensure progressive skill development and learning throughout each key stage.
137. The subject is effectively managed, and well-organised resources ensure that pupils have access to tools and materials, as they require them. Teachers encourage pupils to take responsibility for materials and equipment and to use tools safely, which contributes significantly to the progress they make. The co-ordinator has begun to monitor the subject across the school and this is ensuring a consistent approach.

GEOGRAPHY

138. During the inspection only one geography lesson was observed. Whilst this lesson was judged to be of satisfactory quality, with pupils showing good attitudes to learning, there was insufficient evidence to make a judgement about the quality of geography teaching throughout the school. Additional evidence was gathered from examination of pupils' work, teachers' planning, scrutiny of the subject portfolio and photographs and discussions with pupils and staff. Inspection evidence shows that standards of attainment are in line with with the national expectations by the end of both key stages. Pupils make satisfactory progress, including those with special educational needs.
139. At Key Stage 1, younger pupils become aware of their own addresses and identify features of their house, school and immediate locality. As they move through the key stage they use the knowledge of their own locality to identify significant landmarks and other special features of the local landscape. Pupils in Year 2 use an increasing range of geographical vocabulary when describing the world-wide travels of Barnaby Bear.
140. Pupils in Year 3 in their 'Through the Window' module were able to confidently justify their ideas on improvements for the locality. Older pupils in Year 6, as a result of a local field trip visit to Brighouse, were provided with opportunities to use extended writing for a specific purpose in their construction of a persuasive letter about local environmental change. Some more able pupils related it to the world-wide impact of humans on the environment in places such as Antarctica. The older pupils showed they had developed a range of geographical skills. Their map reading skills were satisfactory. They were able to use maps and plans with confidence. When asked, they could distinguish countries in Europe and in Africa, including Kenya. They knew the names of the main oceans and seas and were able to point out these features on a map of the world.
141. Long and medium-term planning is based mainly on the use of national guidelines. Planning is sound but clearly not linked to prior learning over time. Assessment for geography is

satisfactory on a year group basis but the use of assessment to inform future planning to ensure progression and continuity of key skills is under-developed.

The geography co-ordinator is aware of this and has a clear action plan to address the issue. The co-ordinator has recently started to monitor the quality of planning and has monitored the quality of teaching in one year group.

142. The resources for the subject are of satisfactory quality, and maps and globes generally available in each classroom throughout the school. The use and availability of appropriate information and communication technology software in the subject is limited. The co-ordinator is aware of this and this has a high priority in her action plan. The school has made satisfactory progress since the last inspection.

HISTORY

143. During the inspection four history lessons were observed, all in Key Stage 2. It not possible to make a judgement about the quality of teaching in history in Key Stage 1. The quality of teaching in Key Stage 2 was judged to be good and pupils show very good attitudes to learning. There are clear links to planning for geography in some year groups.
144. Overall standards in history are satisfactory by the end of both key stages. However, evidence from a range of sources, including examination of pupils' work, teachers' planning and discussions with staff, indicates that by the age of eleven, pupils attain the standards expected for their age. At the last inspection pupils attained levels which were in line with those expected nationally. These standards have been maintained. Pupils make satisfactory progress, including those with special educational needs.
145. Opportunities are provided for Key Stage 1 pupils to learn about the ways people used to live through topics such as the 'Victorian Seaside'. Some more able Year 2 pupils were able to identify similarities and differences between different periods of time, whilst younger pupils were able to use a range of chronological terms appropriate for their age. Teachers in Key Stage 2 provide well-planned individual lessons, which take account of pupils' interests. They use secondary sources of information productively, which generate excitement amongst pupils. For example, as part of a study of the Indus civilisation, Year 6 pupils were observed engaging in the role of 'historical detectives' in their scrutiny of photographs of artefacts and using the Internet to extend their investigation. Pupils in Year 5 engaged in a study of ancient Egypt showed an understanding of the difference between fact and legend. Year 3 pupils showed an understanding of aspects of Roman life. However, despite the quality of this work, the lack of a coherent overall plan which makes more effective use of national guidelines undermines the provision for continuity and progression of key skills and pupils' knowledge and understanding. The recently appointed co-ordinator recognises this and has plans to address the issue. The co-ordinator has not yet had the opportunity to monitor the quality of planning or teaching. History resources are of a satisfactory quality.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Only two lessons of information and communication technology were observed in Key Stage 2 during the inspection. In addition, a wide range of evidence of pupils' work was scrutinised and the computer club observed in operation.
147. Overall, pupils are attaining standards above the national average by the end of both key stages. Pupils in Year 2 are able to produce picture using drawing software. They show good mouse control and the pictures support their work in art and design. They also use their word processing skills to present some of their written work. Pupils in Year 3 had collected information regarding the types of birds visiting the school grounds and presented their results using a spreadsheet and bar chart. Pupils in Year 5 and 6 are developing their skills in using databases and show a good understanding of the type of questions needed to gather data. Pupils in Year 5 and 6 are beginning to use information gathered from the Internet to support their learning in other subjects such as geography. Pupils in both key stages are able to use word processing software to present their work in English.
148. In the two lessons observed inspectors judged the teaching to be good. The teacher showed good subject knowledge and planned lessons to develop progressively pupils' knowledge and skills. Such lessons are usually short and have only been taking place since the eight computers have been established in a suite. Lessons are delivered at brisk pace and make the maximum use of the limited time available. Pupils respond well to their information and communication technology lessons and confidently use the skills and knowledge learned to support their learning in the other subjects of the curriculum.
149. There are good resources for information and communication technology and adequate resources overall. The recent additional computers and the specialist teaching are already having an impact on raising standards. Standards are judged to be higher than at the time of the last inspection.

MUSIC

150. The very limited evidence gathered during the inspection indicates that overall the standards in music throughout the school are in line with those found in primary schools nationally by the end of both key stages. Most pupils make generally satisfactory progress in all aspects of the subject.
151. No music lessons were observed during the inspection and therefore it is not possible to make a judgement about the quality of teaching. All teachers teach music to their own class using a published scheme of work. The planning to support the teaching of music is appropriate; however the required level of expertise of the teachers to deliver this planning is very variable. Whilst all teachers are willing to teach their own music lessons, many of them recognise that they have a need for further professional development. The school has recognised this need and there is currently an action plan that outlines how and when further development is to take place. The co-ordinator is very enthusiastic about the subject and has monitored the teaching of music throughout the school. As a result an appropriately detailed action plan has been produced. The main focus of this plan is the raising of teacher

expertise throughout the school.

152. Music keeps a high profile throughout the school. Pupils in Key Stage 1 are given the opportunity to compose and perform their own music with their peer group from other schools, when they visit a local music centre. The work produced as a result of this experience is of a very high standard. Visiting musicians visit the school to talk about and play a variety of different instruments. During the inspection, a parent brought in a cornet, tenor horn and trombone; he played these for the Reception pupils who thoroughly enjoyed the experience. All pupils enjoyed a visit from the high school orchestra, who played several pieces as part of the school assembly. Opportunities are also provided for pupils to play recorders; pupils of varying abilities can join the beginners, intermediate or advanced recorder group. There are opportunities for pupils to learn to play a wide variety of different instruments, taught by visiting musicians from the education authority. During the inspection, the school choir, recorder players and instrumentalists accompanied a nativity performance very well. The pupils also visit the church during the year to take part in the church year celebrations and visits are also made to the local old people's home to sing carols.
153. Pupils with particular talent in music are given very good encouragement to pursue their studies. During the inspection, a particularly talented pianist played whilst the pupils entered the hall for collective worship; the confident and accurate performance was greeted with great respect by all pupils and staff.
154. The resources for music are satisfactory. The co-ordinator has carried out an audit of need; as a result, the priority for immediate development is that of staff expertise, with the ultimate objective of raising the standards achieved by all pupils. The school has made steady progress since the last inspection.

PHYSICAL EDUCATION

155. The limited evidence gathered during the inspection indicates that overall the standards in physical education by the end of both key stages are at least in line with those found in primary schools nationally. The majority of pupils attain the required standard in swimming by the end of Key Stage 2. Pupils of all abilities made good progress in the lessons observed. Pupils in Key Stage 1 can throw and catch accurately. They can move imaginatively and respond to music stimuli well; they can create and perform movements, expressing and communicating their feelings to a high level. Pupils in Key Stage 2 can create sequences of movements on small apparatus with good control, selecting skills and combining techniques previously acquired.
156. During the inspection three lessons were observed. Two lessons in Key Stage 1 and one lesson in Key Stage 2. Overall, the quality of teaching was good, with excellent teaching in a Key Stage 1 lesson. The excellent teaching was a result of very good planning that combined the areas of dance, drama and music very well. During this lesson the basic skills of curling and stretching and moving in and out of spaces, were combined very well with the

use of pulse, beat and rhythm in order to build the mood of the moment. The pupils responded extremely well in this lesson; they worked individually and in groups, showing a heightened self-awareness; learning was of the highest standard. In Year 6, a well-planned lesson including appropriate warm up activities and the good development of group work; the pupils willingly demonstrated their group performances with precision and evaluated their work sensibly. A high level of learning took place in the lesson.

157. All the teachers teach physical education to their own class of pupils. The planning for the subject is appropriate and provides a clear progression of skills across all areas of the subject. This planning provides good support for the teachers when planning their teaching. Planning and group organisation fully use the teachers' knowledge of the previous achievement of individual pupils, resulting in good progress. A clear and concise health and safety policy accompanies the planning for all stages of learning.
158. The subject co-ordinator has a very good overview of the way that the subject is taught. Regular observation of lessons has taken place, as well as discussions with staff about their professional needs. A realistic action plan has been produced as a result of monitoring and discussions with the staff. Particular areas for development are fewer and more focussed learning objectives in lessons, and the purchase of more resources.
159. A wide variety of extra-curricular activities take place throughout the year, including netball, football, hockey, dance and gymnastics. Currently there are no competitive team games with other schools; the co-ordinator has outlined this as an area of development in the action plan. Good use is made of initiatives such as Top Sport and links have been made with a rugby team from Halifax, who visit the school and teach the boys and girls rugby skills. All pupils take part in swimming lessons. The school takes pride in the fact that all pupils can swim by the time they move to the high school.
160. The pupils throughout the school are encouraged to evaluate their performances in physical education; they were observed doing this very well. This is a good improvement since the last inspection.