

INSPECTION REPORT

HAWORTH PRIMARY SCHOOL

Haworth

LEA area: Bradford

Unique reference number: 107260

Headteacher: Mrs P Anderson

Reporting inspector: Nicolas Hardy
29262

Dates of inspection: 23rd – 26th June 2003

Inspection number: 246669

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Rawdon Road Haworth Keighley
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Gee
Date of previous inspection:	12 th January 1998

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29262	Nicolas Hardy	Registered inspector	Art and design Design and technology Geography Educational inclusion	What sort of school is it? The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9981	Saleem Hussain	Lay inspector		Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19120	Derek Pattinson	Team inspector	English History	How good are the curricular and other opportunities offered to pupils?
19026	Brian Downes	Team inspector	Science Information and communication technology English as an additional language	
17681	Roger Sharples	Team inspector	Foundation Stage Music Special educational needs	
2615	Eileen Parry	Team inspector	Mathematics Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haworth Primary School is larger than many primary schools with 310 full-time and 57 part-time pupils, and serves the local village community and the surrounding rural area. The school was formed in September 2000 through the re-organisation of schools in the area. Currently almost all pupils are from a white heritage with a small number of pupils from different ethnic minorities, all of whom are making good progress in developing their English skills. There are no refugee or Traveller pupils attending the school. The number of pupils known to be eligible for free school meals is below average. A below average number of pupils have been identified as having special educational needs and fewer of these than normal have statements of special needs. The size of the school is growing with more pupils joining the school than leaving at times other than normal transfer. When pupils first enter the school their attainment is at levels expected for their age.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils with a number of strengths. Currently standards are at average levels in English and mathematics but are above average in science. Standards have improved since 2000 when the school was first re-organised. The quality of teaching seen was satisfactory but with much that was of a higher quality. The leadership and management of the headteacher and senior management team are good because they have a good knowledge of how the school needs to develop to raise standards across the school. Good initiatives designed to raise standards and the quality of teaching have, as yet, had insufficient time to be fully effective. The school gives satisfactory value for money.

What the school does well

- Standards are above average in reading, writing, mathematics, science and art and design in the infants and in science and design and technology in the juniors.
- The attitudes and behaviour of most pupils, both in lessons and around the school, are good.
- Pupils show a great deal of respect for the feeling, values and beliefs of others. They form good relationships with each other and with adults.
- A very good range of extra-curricular activities is provided which helps to develop pupils' understanding of being good citizens.
- Pupils' spiritual, moral, social and cultural development is good.
- The contribution and impact of parental involvement on the work of the school is very good.
- The quality of leadership provided by the headteacher and the senior management team is good.

What could be improved

- The quality of teaching so that it is more consistently good.
- Opportunities for pupils to use the writing skills in a range of subjects.
- The organisation, analysis and collection of assessment data to provide the senior management team and teachers with information on the progress of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Before the re-organisation, the school only took pupils up to Year 4 in the juniors. Judgements on improvement are therefore made against those reported for the First School but also include improvements for pupils in Years 5 and 6. Compared to the standards reported at the time of the last inspection, results in the infants have improved in reading and writing. They are at similar above average levels in both mathematics and science. Standards in art and design have been maintained at above expected levels but appear to have fallen a little in religious education when compared to those reported previously. There are similar levels of attainment in the other subjects of the curriculum as those reported at the time of the last inspection. The overall quality of teaching is at similar levels to that seen

previously. Pupils' spiritual, moral, social and cultural development was judged to be very good in the last report but is now found to be good. There has been satisfactory improvement made on the issues raised in the last report. Standards in reading have been improved and the subject leaders now have more defined roles, but as yet have a limited role in monitoring and evaluating the quality of teaching. A further review of the use of individual educational plans for pupils with special educational needs is being undertaken and the newly appointed deputy head is taking a leading role in this.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/a	D	B	A
Mathematics	N/a	D	C	C
Science	N/a	C	B	B

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

The first set of results available for the Year 6 pupils dates from 2001. Results in 2002 showed an improvement from those seen in 2001 and are now above average in English and science and at expected levels in mathematics. This shows good improvement from one year to the next. When judged against similar schools, results for 2002 are well above average in English, above average in science and at average levels in mathematics. Standards in the infants are at well above average in reading and mathematics and above average in writing. These standards have been maintained over the last four years in reading and mathematics, but have seen improvements in writing since 2001. The school sets sensible targets for how well pupils will achieve at the end of Year 6. The school achieved its targets in English in 2002, but fell short in mathematics. Given pupils' average expected levels of attainment on entry to the school, many pupils make at least satisfactory, with some making good, progress during their time in school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and most are keen to learn.
Behaviour, in and out of classrooms	Good. The majority are well behaved at all times, listen carefully to what they are asked to do, are polite and play well together at playtimes and lunch break.
Personal development and relationships	Satisfactory. Although pupils relate well to each other and to adults, there are limited opportunities for pupils to take responsibility for planning and organising their work.
Attendance	Good. Attendance is above the national average and punctuality is good.

Good behaviour and attendance have a positive effect on learning. Minor incidents of less acceptable behaviour are usually dealt with effectively.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The amount of teaching that is satisfactory or better is similar to that of the typical school but there is less teaching that is good or better than is usually found. The teaching is of a similar quality to that seen in the previous inspection of the First School. The National Literacy and Numeracy Strategies have been introduced satisfactorily. There are some inconsistencies in the quality of teaching in a small number of classes and this is contributing to the standards not being as high as they could be by the end of Year 6. Examples of good and occasionally very good lessons were seen across the school in different subjects. In a reception/Year 1 class an excellent lesson was seen. The basic skills of literacy and numeracy are generally well taught, illustrated by the improved results in English and mathematics. The teaching is satisfactorily meeting the needs of pupils for whom English is an additional language and those who have special educational needs, and enables them to join in fully with lessons. The relationships teachers have with pupils are mostly good, and sometimes very good, ensuring that most pupils are keen to learn. Behaviour management is mainly good. Work is sometimes not provided at an appropriate level for pupils of different abilities in some lessons and results in some pupils not being appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects are covered during the course of the year and pupils benefit from a wide and interesting range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. Where pupils are supported, progress is satisfactory and sometimes good. When support is not available progress slows because, in some instances, work at an appropriate level is not provided.
Provision for pupils with English as an additional language	Satisfactory. The small minority of pupils for whom English is an additional language are making appropriate progress in learning English and are able to join in with all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. All aspects of pupils' spiritual, moral, social and cultural development receive good levels of attention. Pupils have a broad range of opportunities to contribute to the welfare of the local community through its work in collecting for charities and the gardening club.
How well the school cares for its pupils	Satisfactory overall, with strengths and areas to improve, notably in the collection and recording of assessment data to increase the school's understanding of the progress being made by all pupils.

The school provides a very good range of additional learning opportunities through its well-attended extra-curricular clubs. Good use is also made of visits, including an extended residential visit and a range of interesting visitors who enrich the curriculum. Good systems are in place to monitor pupils' absence. The school adopts effective strategies to check on the behaviour of pupils and this ensures that most pupils behave well. Pupils did not see bullying as an issue.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	Good. The school has developed a strong management team who provide a very clear educational direction for the work of the school. The recently introduced management structure ensures that good use is made of staff strengths.
How well the governors fulfil their responsibilities	Good. Governors are increasingly knowledgeable about the strengths and weaknesses of the school and are very supportive and committed to continued improvements.
The school's evaluation of its performance	Satisfactory. Most of the elements of good practice are in place for the school to have effective procedures. There remains the need to collect and collate all this information into an easily accessible format, to enable it to be used effectively.
The strategic use of resources	Good. The headteacher and governors have been unafraid to take difficult decisions to balance the school's budget. All monies received in the budget are spent wisely and are in line with the priorities identified in the school's development plan.

The arrangements for monitoring and evaluating the performance of the school are in need of further development. Although the quality of teaching is checked, especially in English and mathematics, additional opportunities for subject co-ordinators have not been sufficiently extended. The level of staffing is appropriate for the size of the school and teaching staff have a good level of expertise in the different subjects of the curriculum. The quality and extent of the accommodation are good with additional space for music, art and design and information and communication technology. The outdoor environment is well cared for and enhanced by the contribution of the gardening club. The level of learning resources is satisfactory. The school's senior managers and the governors have a good understanding of 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"> • Their children like school and are making good progress. • The quality of teaching is good. • They would feel comfortable in approaching the school with a problem. • The school expects their children to work hard. • The school is helping their children to become more mature 	<ul style="list-style-type: none"> • The range of extra-curricular activities available for pupils. The amount of homework pupils receive. • The quality of information parents receive about the progress their children are making. • The links between parents and the school. • The leadership and management of the school.

The inspection team finds that the quality of teaching is satisfactory overall and is at similar levels to that seen at the time of the last inspection. It agrees with parents that the provision and use of homework is in need of improvement. The inspection team finds that parents are provided with good opportunities to discuss the progress of their children and many take advantage of the open door policy of the school. Links with parents are viewed to be good with parents making a very good impact on the education of their children. The leadership and management of the school are good and are improving. The provision of extra-curricular activities is very good compared to many schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Current standards in English for pupils aged eleven are at average levels. This represents a fall from the levels seen in the previous year because the current group of Year 6 pupils contains a higher proportion of pupils with special educational needs. The movement of pupils into the school is also likely to affect the school, with several pupils entering the school in the weeks prior to the tests being administered. Standards in mathematics are also at average levels, but those in science are above average. It is not possible to make comparisons with the previous report for pupils in Year 6 because of the change to age groups currently attending the school. Standards at the end of the infants are above average in reading and writing and in line with expectations in speaking and listening. In mathematics, standards are well above average while those in science are at above expected levels.

2. In 2002, the eleven year olds achieved standards that were above average in English and science but at average levels in mathematics. In English slightly more pupils attained the above average Level 5, with a greater number of pupils attaining the expected Level 4 than seen in many other schools. In mathematics, broadly similar numbers of pupils to those seen in other schools achieved each of the levels. In science more than the expected number of pupils achieved the average Level 4. In the two years since the re-organisation of the school, standards have risen in each of the subjects tested, English, mathematics and science. Standards in 2001 were below average in English and mathematics and at average levels in science. Results in English have risen sharply since then. Those in mathematics and science have not risen so much, but are above those previously seen.

3. When compared to schools taking their pupils from similar social backgrounds, standards are well above average in English, at average levels in mathematics and above average in science. When measured against the results they achieved at the end of the infants, progress has been good in English and at satisfactory levels in mathematics and science. The attainment of boys and girls show some differences but these are largely the result of the different groups of pupils; for example, in mathematics a majority of the more able pupils in Year 6 are girls, while in Year 5 they are boys. The school pays appropriate attention to these differences, but this could be improved through a more centralised and rigorous collection of assessment data.

4. In 2002, the seven year olds achieved well above average standards in reading and in mathematics and above average standards in writing. Comparisons with pupils from similar schools also show results that are well above average in reading and mathematics and above average in writing. Teacher assessment of how well pupils perform in science reveals that expected numbers of pupils reach the required standard, while a well above number of pupils achieve the more difficult Level 3. This is also reflected in the number of pupils achieving Level 3 where in reading more than half of pupils achieved this level and in mathematics almost half did so. The results over the last four years reveal that results in reading and mathematics have been above and well above average, while those in writing have improved, especially over the last two years following re-organisation of the schools.

5. Pupils with special educational needs make satisfactory progress when measured against their prior attainment. Their targets for improvement are usually well matched to their needs and are reviewed regularly. Pupils with English as an additional language reach standards similar to their peers. Where these pupils receive support, especially in English, mathematics

and science, progress is often good, but when unsupported and when teachers' planning does not specify work at levels suitable for the needs of these pupils, progress slows.

6. When children first enter the school, their overall attainment is similar to that expected, although, as expected, this varies from year to year. By the time they have reached the end of the reception year, children have made satisfactory progress in acquiring skills in the nationally agreed learning goals. The majority of the children achieve the expected level in all areas by the end of their time in the nursery and reception classes.

7. The school's targets for English and mathematics have been set in consultation with the governors and the local education authority. School targets for 2002 were exceeded in English but not achieved in mathematics. The targets are appropriately based on pupils' previous performance using the yearly optional test materials. Given the lower ability of the current Year 6 pupils the current targets are likely to present a significant challenge to both the teachers and pupils. A more rigorous analysis of these would help to make teacher assessments of pupils' results more accurate.

8. Standards in the majority of other subjects taught in the school are at expected levels. However, current standards in design and technology are above those expected by the end of the juniors because of good teaching in Year 6. Because of timetable arrangements it was not possible to make a judgement on the quality of music in either infants or juniors. Standards in art and design are above expectations for seven year olds and at similar levels to those seen in the last inspection. This is due to the wide range of skills they are taught. For pupils aged seven, standards have fallen a little in information and communication technology and religious education, when compared with those reported in the inspection of the First School.

Pupils' attitudes, values and personal development

9. Pupils' attitudes, behaviour and relationships make a strong contribution to pupils' learning and to the positive ethos of the school. Attitudes to the school are good. Pupils show high levels of interest, enthusiasm and involvement in lessons and other school activities. For example, in a Year 3 and 4 literacy lesson, pupils were keen to develop arguments for and against a mock proposal for property developers to buy part of the school. Pupils were initially led to believe that this was a real proposal and the headteacher played along with the teacher very well by dramatising the situation, contributing very well to the effectiveness of the lesson. In an assembly led by the deputy headteacher, pupils listened attentively to the deputy's experiences and discussion about unselfishness and caring for others. Pupils look forward to school trips and clubs such as orienteering, gardening and football. Children in the Foundation Stage of their learning are developing positively in their attitudes and behaviour. They settle into learning routines quickly and soon learn to take turns and share.

10. The pupils at this school are polite and well mannered. Behaviour is generally good in lessons, assemblies and at break-times. However, a minority of pupils can be a little boisterous around the school or show challenging behaviour that is not always appropriately dealt with by teachers. Pupils say that staff take bullying very seriously and it has reduced greatly in the last couple of years. Pupils in all classes are highly involved in establishing classroom rules at the start of each school year. This contributes well to their good understanding of the impact of their actions on others. There were no exclusions for bad behaviour in the last school year.

11. Relationships are good at all levels. Pupils work well together; for example, in a Year 6 drugs education lesson led by the community police officer, they pooled their knowledge very well as they answered questions about the harmful effects of drugs and the issue of peer

pressure. Older pupils often help younger ones with games in the Key Stage 1 play areas and act as 'buddies', contributing well to the family ethos of the school. Pupils show very high levels of respect for the feelings, values and beliefs of others. For example, during a Year 1 and 2 religious education lesson about Islam, they listened intently and handled religious artefacts with great care and respect.

12. Personal development regarding taking responsibility is sound on the whole. However, the inspection team observed on a few occasions that pupils are a little reluctant to take personal responsibility for their own learning and show initiative. For example, the library is seldom used independently. Teachers often give too much direction in lessons and this is also a factor.

13. Attendance is good, punctuality is satisfactory and there is no unauthorised absence. These factors make a good contribution to learning.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall. The amount of satisfactory or better teaching is similar to that reported at the time of the inspection of the First School, prior to re-organisation. There is a less than typical amount of teaching that is good or better. This is due to inconsistencies in the quality of teaching between classes and a lack of specific learning objectives for pupils of different attainment in some classes in subjects other than English, mathematics and science. There are also limited opportunities for pupils to use and extend their writing skills in subjects like history and geography. These are the main reasons why standards are not higher. The school has recognised this and the senior management team are working hard to reduce the inconsistencies and to improve overall quality.

15. The teaching of children who are in the nursery and reception years is satisfactory but the quality sometimes varies considerably. This is, in part, due to the unavoidable changes of staff in one of the reception classes that have occurred over the last year. However, the enthusiastic leadership of the Foundation Stage leader is resulting in the newly introduced initiatives, such as the improved planning and recording of pupils' progress, beginning to positively affect pupils learning. There is, however, a recognition that some areas are in need of further improvement, for example, in the consistent collection and use of information on the progress that children make and using this to plan the next lessons. All the necessary elements of early years' education are included in teachers' planning. Children's progress in their knowledge and understanding of the world and in their creative development is good because teachers make good use of the practical aspects of learning and, because children see and do, their understanding is greater. Their personal development is also good because teachers insist on good behaviour. This helps children co-operate well in lessons and share resources. In a very small number of lessons teachers do not plan sufficiently well, resulting in some children not receiving an appropriate challenge or joining in fully with the lesson. Children with special educational needs are appropriately supported and make satisfactory progress. This would be improved by a consistent use of support staff within the nursery and reception classes, rather than regular changes of personnel.

16. Examples of good or better quality teaching are seen across the school and in all subjects. The characteristic of these good lessons is the quality of planning which takes into account what pupils already know, and builds on this. A good level of challenge, which includes all levels of ability, is provided in these lessons, resulting in pupils making good progress. Individual teachers regularly test and record pupils' progress and this provides useful information when planning their lessons, especially in English, mathematics and science. The school has yet to centralise this process to make it a useful tool to measure pupils' progress over a greater length of time. Relationships between teachers and pupils are

often very good and this creates a very effective atmosphere for learning. The control of pupils' behaviour in lessons is good, helping pupils to focus on their work. Expectations of how hard pupils will work are high and pupils respond positively to them.

17. Teaching for pupils with special educational needs is satisfactory. The quality of support, which usually takes place in classrooms, is satisfactory overall. Where it is good the support assistants are well briefed and have been involved in the planning of the lesson, knowing very clearly what is expected of them and what the pupils they are working with will be expected to learn. Pupils' individual education plans are used well in helping with planning and this provides suitable challenges. Where progress is at best only satisfactory, additional support is not available and insufficient attention is paid to the needs of the lower attaining pupils.

18. The teaching of English is mostly good in the infants and satisfactory in the juniors although several very good lessons were also seen in this age group. Teachers' use and understanding of the National Literacy Strategy are appropriate and are helping to raise standards across the school. The difference in quality is largely due to levels of expectation and challenge for all pupils and the enthusiasm of the teacher. In both mathematics and science, the quality of teaching is usually good, with work planned to meet all pupils' needs. Teaching in other subjects is mostly of satisfactory quality, although the subject expertise of some teachers raises this, for example in physical education, design and technology and art and design. Evidence in a small number of subjects such as music across the school and in art and design and physical education in infant classes is limited, and so a judgement on the quality of teaching cannot be made.

19. The main strengths in the teaching of English, mathematics and science are in the quality of teachers' planning which sets out in detail what groups of differing abilities will learn. In these lessons, teachers are aware of the needs of individuals and groups of pupils, enabling teachers to plan work that is largely appropriate for pupils' prior attainment. There are, however, areas for improvement. In some other subjects planning does not take account of the need of pupils of differing abilities, resulting in the most and least able being provided with the same work. This is unsatisfactory. Opportunities for pupils to use and extend their writing skills are missed in some lessons, resulting in work that is copied. The marking of pupils' work is inconsistent, and although good in some classes with teachers giving pupils clear guidance on how to improve their work, this is not universal practice. In a small number of classes, teachers' expectations of behaviour and the quality and quantity of work produced are not high enough. Questioning skills are of variable quality with, in some classes, teachers asking probing questions which challenge pupils' thinking. In others, teachers ask for answers from pupils with hands up, rather than demanding answers from others. Strategies to improve this should be explored. The setting of homework is also inconsistent and not always in line with national recommendations. The school are aware of this and the area is receiving attention.

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

20. The school provides a satisfactory curriculum for its pupils in which all subjects required by the National Curriculum are represented and improved through the very good quality opportunities provided by the extra-curricular activities and links with the community. Planning ensures that there is an appropriate coverage of statutory requirements, and that pupils of the same age in different classes receive similar learning experiences. Teachers use different methods, such as teaching the whole class, small groups and individuals, to make sure that they teach all that is required. The curriculum places satisfactory emphasis on the development of speaking, listening, reading and writing skills within English, and number skills within mathematics. There are good links between subjects, which help to make the

curriculum more relevant for pupils. The National Strategies for Literacy and Numeracy are helping to raise standards in English and mathematics. Work is usually matched carefully to pupils' needs in these subjects to enable pupils of all abilities to make at least sound and sometimes good gains in learning.

21. There are, however, weaknesses in the curriculum which prevent pupils from making more progress. Learning opportunities in subjects other than English and mathematics are not always structured sufficiently carefully for pupils of different abilities. This results in teachers sometimes giving more able pupils work which is not sufficiently challenging for them, and less able pupils work which is sometimes too difficult. Teachers do not always give enough emphasis to the development of important skills in subjects such as geography, where mapping skills are not taught sufficiently early and sometimes not in a logical sequence. There are, in some lessons, too few opportunities for pupils to use and develop writing, number and information and communication technology skills through other subjects, although this has been identified for action in the school's development plan. Worksheets are sometimes overused and are not always relevant for pupils' needs. On occasions teachers miss opportunities to encourage pupils to become more independent learners through, for example, the more extensive use of the library.

22. The quality and range of learning opportunities for children in nursery and reception classes are satisfactory and take account of the nationally agreed early learning goals. Children take part in a wide range of planned and carefully structured activities and experiences, which gives them a satisfactory start to their education.

23. The curriculum is appropriately organised to meet the needs of pupils with special educational needs, enabling them to make satisfactory gains in learning over time. Work is usually carefully matched to their needs in English and mathematics, and this enables them to steadily develop their literacy and number skills. However, work is not always well matched in some other subjects, and progress in these is more variable.

24. A very good number and range of well-led clubs and activities appeal to the interests of pupils across the school. Clubs, such as aerobics, karate, rugby, recorders, Brazilian football, orienteering and juggling, are well supported and greatly appreciated by pupils. Visits, such as those to Skipton Castle, Keighley mosque, Bagshaw museum and Gawthorpe Hall and a residential visit to Whitby, extend pupils' learning. Visitors, such as puppeteers, mini-beast specialists and the curator of a local museum, also enrich their learning experiences. A visit by Year 5 pupils to Bradford on a geography field trip also considerably helped to extend pupils' cultural understanding.

25. Teachers make every effort in all lessons and activities that support the curriculum to ensure that the contributions of all pupils are valued and celebrated. Pupils with special educational needs take a full part in the life of the school. The school successfully provides learning opportunities for all pupils, whatever their age, ability, background or ethnicity, to help them make at least satisfactory, and sometimes good progress as they move through the school.

26. Teachers provide good emphasis to pupils' personal, social and health education, which is a significant part of the school's work. Pupils become good citizens by supporting local and national charities. They learn to respect each other's points of view through occasional discussions about issues that concern them, such as bullying. Pupils develop an awareness of the need for rules based on safety, protection and fairness. Teachers regularly give praise to enhance pupils' self esteem and encourage them to do their best. Sex education is included in the school's health education programme, in line with agreed policy. Year 5 pupils

also learn about the use and misuse of drugs. The health education programme makes pupils aware of a healthy diet, hygiene and exercise for maintaining a healthy life style.

27. The community makes a good contribution to pupils' learning. For example, there are links with Haworth Traders Association, which benefit pupils. The gardening club, supported by parental and community funding, has enabled pupils to help to improve the school and local environment. Links with other schools are very good. For example, sporting and curricular connections with local secondary schools benefit pupils. Links with other primary schools of proven good practice are helping to raise standards.

28. There are good provisions for pupils' spiritual, moral, social and cultural development. Consequently, pupils develop well in these regards and this makes a good contribution to the ethos of the school and positively supports learning.

29. Opportunities for spiritual development are provided in assemblies and within the wider curriculum. For example, inspectors observed an assembly led by the local vicar and found this to make a strong contribution through hymn singing, prayer and personal reflection. In subjects such as science, geography and art, pupils are introduced to the beauty of the world around them, and are invited to think about and reflect on many important issues. They consider the achievements of others and issues such as poverty and suffering. Pupils care about others and the environment. For example, they often raise money for charities and good causes and it was their idea to establish 'recycling' teams to care for the environment.

30. Provision for moral development includes staff giving consistent messages about right and wrong in behaviour. The involvement of pupils in making rules for their class each year works well in developing pupils' responsibility for their own behaviour. Assembly themes and personal, social and health education often include moral topics. For example, assemblies consider parables about forgiveness and religious stories such as 'the Good Samaritan'. Circle times have included topics such as fox hunting, again in a moral context.

31. The school council is a good example of how the school promotes good social development. Representatives from different year groups meet frequently to discuss issues. This enables them to develop debating skills at meetings and also to liaise effectively with their classmates. The council has made several good suggestions taken up by the school, for example, regarding seating around the school grounds and a rota for football at break-times. Staff provide good role-models for pupils to base their own behaviour and relationships on. They promote good manners, co-operation and helpful attitudes towards others. Many opportunities for team games and sports and also competitions with other schools allow pupils to develop a sense of camaraderie and teamwork.

32. Provision for cultural development includes many opportunities for pupils to find out about their own culture and others in the world through the curriculum. The community is well used to give pupils rich experiences of local culture, past and present. For example, as part of the topic about Britain since 1938, the school engaged in a series of activities to learn about Haworth. This included the very recent 'wartime weekend' where pupils traced rail journeys and dressed in period clothes. The inspection team was impressed with the school's participation in the 'Artists in schools' project where pupils made very high quality decorative tiles to reflect the multi-cultural nature of society. Around that time pupils also took part in Indian dance led by a traditional Indian dancer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. This is a caring school where pupils are happy and relationships are good across the school. The educational and personal support and advice given to pupils are sound. These factors are effective in supporting pupils in their learning.

34. Arrangements for child protection and for ensuring pupils' welfare are good. The designated officer for child protection is appropriately trained and deals with any issues effectively. Staff are given appropriate written guidance about the school's policy and procedures. Staff meetings led by the designated officer regularly consider issues and reminders are given to staff about their duty of vigilance.

35. Risk assessments are carried out regularly for the premises, school trips and residential visits and are effective in identifying potential hazards. School governors and the site manager are well involved in risk assessment. Accident and emergency procedures, including arrangements for first aid, are good. A very good feature of the school is how closely and effectively it works with external agencies in raising awareness of health and safety matters. For example, visitors attend the school to talk to pupils about road safety, 'stranger danger' and drugs education. There are also visits from the 'life education caravan' regarding drugs education. Year 6 pupils take part in a half-day basic first aid awareness event led by hospital staff at Bradford Royal Infirmary. They can also take part in safe cycling training after school and can gain a proficiency award.

36. There are good procedures to monitor and improve attendance. A computer-based system is used well to produce management reports and identify any problems. Newsletters regularly give reminders to parents about the importance of good attendance and punctuality in their children's learning. The school actively discourages holidays taken in term time. Rewards are well used to value high rates of attendance; for example, certificates and useful items of stationery are given.

37. Procedures for monitoring and promoting good behaviour are good. Staff keep detailed records of any problems. There is a good system to monitor the behaviour of individuals where there are concerns to ensure that improvements take place, with parents well involved. Good use is made of rewards such as stickers, certificates and treats. Special assemblies are held each week and these include presentations of rewards and mentions for kindness, good deeds and achievement.

38. The school has good procedures to monitor and support pupils' personal development. Personal and 'social' records include many aspects of pupils' personal development. For example, levels of confidence, maturity and quality of relationships are noted. This enables effective monitoring. Staff know pupils well and give much informal advice and guidance. The learning mentor plays an important role, especially in raising pupils' self-esteem and confidence as learners.

39. Procedures for assessing pupils' attainment and progress are satisfactory overall but the collection and organisation of the data are in need of improvement. Since the school was re-organised teachers have improved the systems for assessing and collecting data on English and mathematics throughout the school. Improvements are being made in the collection of data in science and in a number of other subjects such as history and information and communication technology, but much of this is at a developmental stage. In English and mathematics, assessment is becoming an integral part of planning and reviews of pupils' work focus appropriately on pupils' attainment and progress. However, while pupils are regularly tested and the results recorded conscientiously by individual teachers, there is no centralised system to collate all this information. This means that although individual teachers know and understand the progress that pupils in their own class are making and this information is being increasingly used in planning lessons, they are not sufficiently aware of how well pupils in parallel classes are performing. Although the results of the statutory assessments at seven and eleven are rigorously analysed, the collection of whole-school

data on, for example, the progress of pupils with special educational needs, those who are gifted or talented or the progress of pupils from one year to the next, cannot be easily be determined. This has been recognised by the school and is receiving attention. Currently there are no consistent approaches to the setting of targets in individual education plans for pupils with special educational needs, nor is there consistency in how support assistants record pupils' progress and relay this to teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Links with parents are effective and their involvement has a very good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is also very good.

41. Parents have a satisfactory opinion of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting, show that parents have a growing confidence in the school and the quality of education provided. The great majority of parents are pleased that their children enjoy school, and feel comfortable about approaching the school regarding any problems. The majority of parents replying to the questionnaire are pleased about behaviour, their children's progress and the school's expectations for their children to work hard and achieve their best. Just under 90 per cent feel that teaching is good and also that the school helps their children to become mature and responsible. Inspection findings support these positive views.

42. Although many parents are disappointed at how closely the school works with them, information they receive, leadership and management and the range of activities on offer outside of lessons, inspection findings disagree with these views. The inspection team judges that these aspects are good or better. However, their concern regarding the consistency of giving homework and how well it supports learning is a valid one as the inspection team found this aspect to be unsatisfactory.

43. The quality of information to parents, especially about pupils' progress, is good overall. There are three parental consultation evenings on offer for parents to find out about their children's progress. Pupils' annual reports give much information about what pupils know, understand and can do. Information about personal and social development is good. However, there is scope for improvement regarding academic learning, namely, comments are occasionally too general and future learning targets are not as clearly stated as they could be. New parents to the school receive a very helpful information pack about policies and provisions. The brochures for the nursery and reception classes are very helpful; the reception brochure is particularly well presented. Very good newsletters are sent home to parents giving useful information about forthcoming work in the curriculum, topics of study and dates to remember. Several booklets and guidance notes are available to help parents support their children's learning, for example regarding reading, writing and mathematics. The school has established an excellent computer website that contains a wealth of information about the school.

44. The school makes great efforts to organise courses, workshops and information sessions to enable parents to be further involved in their children's learning. For example, courses have included a 'keeping up with the children' course which ran over 10 sessions with 10 parents taking advantage of it, and a computers course. The inspection team is pleased to note that a special course called 'helping in schools' also took place. Many parent helpers give their time generously to supporting school activities. For example, they listen to readers, organise the library, give general help in lessons and accompany school trips. The headteacher and staff are totally committed to enhancing the role parents can play in learning. Recently, the school was successful in its bid for additional funding to support

parental involvement in learning activities and it is making very good use of this fund. For example, the high quality 'story sacks' produced by parents are making a very good contribution to learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school are good overall. The headteacher is providing strong and determined leadership which is resulting in a school where almost all pupils are well motivated, know right from wrong, behave well, feel secure and are able to turn to teachers for help and support. Importantly, a suitable climate in which most pupils can learn well has, and continues to be, developed. The re-organisation from First to Primary School has been successfully handled, new staff appointed and the teaching team strengthened. A strong senior management team has been developed, contributing positively to the clear educational direction of the school. Where a subject or organisational aspect is a priority on the school's development plan, additional teaching staff are co-opted onto the team. This structure has been successful in improving communications within the school, helping to prioritise tasks and improve teamwork. This is good practice. Subject co-ordinators take their responsibilities seriously. They have identified areas for the development of the subject areas through well-considered action plans, but now need more time to check that these developments are fully in place. The school is an orderly community and day-to-day management and administration flow smoothly and efficiently. Senior management are clear about the main strengths and weaknesses of the school, securing an improvement in academic results and identifying areas for further development, most of which appear in the school's development plan as priority issues. There is now a need to ensure that all the policies and systems put in place are consistently put into practice by all staff.

46. The governing body is very supportive of the school and is committed to its future improvement. It fulfils its duties effectively, for example in its duties on health and safety issues. There is a strong committee structure and this enables governors to carry out their duties effectively. Regular visits to the school help governors to keep themselves well informed about developments in both their academic and pastoral roles. This results in governors having a good knowledge of the school's strengths and weaknesses and in them being able to offer opinions and advice on a wide range of issues which will move the school forward.

47. The systems for monitoring and evaluating the performance of the school, the effectiveness of the teaching and curriculum, and for acting to improve weaknesses, are satisfactory overall. Information from national and optional tests and the school's own testing systems is carefully collected and recorded. This assessment data is providing useful information on the areas of strength and weakness within the curriculum and is beginning to be used more rigorously to help determine what pupils need to learn. Much of this information is kept in individual pupils' records and teachers' record books and has not yet been compiled into a format that enables individual progress over time to be tracked centrally. Improvements in this area, which is a priority identified by the school, would help to identify individuals and groups of pupils in need of additional help and to set targets to improve pupils' learning. It would also identify the progress of, for example, boys and girls, pupils with special educational needs and pupils for whom English is an additional language. Although the quality of some teaching is checked by the headteacher, senior staff and subject co-ordinators, this does not cover all subjects. Findings are discussed with teachers to support their professional development, although more comprehensive written records are limited. This limits later comparisons and measurements over time and there is little evidence that follow-up visits have taken place to check if shortcomings have been remedied. The school is in the process of addressing this. Teachers new to the school, regardless of previous experience, receive good levels of support from senior management and teacher colleagues.

48. The procedures for school development planning are good. They are based on a good knowledge of the strengths and areas for improvement identified by the school's senior management and by subject co-ordinators and focus strongly on the priority of improving standards in English, mathematics and science. In this they have been successful. Action plans are drawn up to address these priorities and are incorporated into the whole-school document. Governors are involved at a sufficiently early stage to check that the priorities in the plan are the most important and are consistent with both school performance and its self-evaluation data. The plan appropriately covers most areas of school life and is relevant to development needs in subjects and other aspects of the school. Targets for improvement are usually set out in detail but some would benefit from a greater focus on how improvements could be measured.

49. Financial management is good. The school management and governors have faced some difficult decisions during the short life of the school, but have done so with a clear focus on what was best for the school and its future improvement. A good example of this is the additional funding the school provides for the support of pupils with special educational needs. There are, however, issues relating to this and the need to review the most effective ways support staffs can be deployed. The headteacher and governors have a strong grasp of the school's financial situation and have taken prompt and appropriate action to begin to balance the budget although the headteacher and governors recognise that more work needs to be done in this area. Expenditure is planned on the basis of identified priorities taken from the school development plan. Best value principles are well known to both the headteacher and many governors, especially those on the finance committee, and applied well to school spending and its results. The funds available to the school are now effectively and efficiently managed by the school administrative staff, with accurate financial information regularly provided for meetings.

50. The school has an adequate number of appropriately qualified teachers, teaching assistants and support staff for the number of pupils on roll. Levels of expertise on the staff are good in many subject areas. There are good arrangements for inducting new staff, including newly qualified teachers. The school has a good programme of mentoring for new teachers and all staff are provided with good quality written information about the school's policies and procedures. A few parents were concerned about training for support staff and lunchtime supervisors. However, inspection findings show that, generally, a high level of training is carried out. Accommodation is good, such that curriculum needs are met. Classrooms are of a good size and there are many areas and rooms for working with small groups or for specialist teaching. For example, there is a special room for music, with good acoustics. However, along with the hall and a few other areas around the school, it is in need of decoration. The school is kept clean and tidy. The school has established a good information and communication technology suite with 16 computers. There is very good outdoor space for physical education, play, nature studies and pursuits such as orienteering. The external environment of the school is enhanced by the provision of seating and flower bed created by the very active and well-attended school gardening club. Access to the buildings is generally good, including the provision of ramps, disabled toilets and a lift. Learning resources are satisfactory overall. They are good in science, music, art, design and technology, religious education and generally for the Foundation Stage. Although there are enough computers for pupils, the range of software to support teaching and learning in several subjects is very limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to improve standards further, the headteacher and teaching staff with the support of the governors, should:

- (1) Reduce the variations in the quality of teaching by:
 - Increasing the amount of rigorous monitoring of teaching in all subjects.
 - Ensuring that all the senior management team have training in lesson observations and are provided with the time to use these new skills.
 - Arranging for further peer group observations by less experienced teachers so that they acquire the necessary skills.
 - Ensuring that the planning of all teachers contains work at appropriate levels for the full ability range and checking this regularly and rigorously.
(Discussed in paragraphs 14, 15, 21, 53, 58, 62, 82, 123)

- (2) Increase the opportunities for pupils to use and extend their writing skills in a range of subjects other than English by:
 - Ensuring that teachers' planning contains explicit example of areas where pupils will record, using their own words.
 - Regularly checking that this is in place through a scrutiny of pupils' work by subject co-ordinators.
(Discussed in paragraphs 14, 19, 21, 74, 75, 100, 104)

- (3) Improve the organisation, collection and analysis of assessment data to provide more detailed information on the progress of differing groups and abilities of pupils by:
 - Ensuring that the information now kept by individual teachers is recorded centrally to enable the headteacher and senior management team to quickly access this information.
 - Using this information to set targets for improvement of individual pupils.
(Discussed in paragraphs 3, 7, 16, 39, 47)

In addition to the major issues for improvement, the governors should consider including the following in their action plan:

- Improving the organisation of homework so that it forms a greater part of pupils' learning in addition to that which they experience in the classroom.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	20	25	4	0	0
Percentage	2	15	34	42	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	29	336
Number of full-time pupils known to be eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.9

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	23	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	22	20	22
	Total	36	33	36
Percentage of pupils at NC level 2 or above	School	92 (97)	85 (97)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	22	21	22
	Total	36	35	36
Percentage of pupils at NC level 2 or above	School	92 (97)	90 (100)	92 (97)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	25	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	24
	Girls	25	19	24
	Total	43	36	48
Percentage of pupils at NC level 4 or above	School	88 (76)	73 (67)	98 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	18
	Girls	17	13	18
	Total	32	28	36
Percentage of pupils at NC level 4 or above	School	65 (76)	57 (64)	73 (76)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	299	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	13
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	262

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	928,369
Total expenditure	905,918
Expenditure per pupil	2,552
Balance brought forward from previous year	-61,044
Balance carried forward to next year	-38,593

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	148

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	45	3	3	0
My child is making good progress in school.	42	49	8	1	1
Behaviour in the school is good.	29	63	4	0	4
My child gets the right amount of work to do at home.	22	49	6	0	4
The teaching is good.	40	49	17	5	5
I am kept well informed about how my child is getting on.	28	46	17	5	5
I would feel comfortable about approaching the school with questions or a problem.	53	38	6	1	3
The school expects my child to work hard and achieve his or her best.	43	47	6	0	5
The school works closely with parents.	22	48	19	6	6
The school is well led and managed.	25	47	13	8	6
The school is helping my child become mature and responsible.	36	53	5	1	6
The school provides an interesting range of activities outside lessons.	38	40	13	3	6

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

53. The provision for children in the nursery and reception classes is satisfactory. Over the past year there have been a number of changes to the teaching staff in one of the reception classes, creating difficulties in the introduction of recent developments across both nursery and reception classes. However, because of the enthusiasm and expertise of the teacher in charge of the Foundation Stage, the developments that have been introduced in nursery and reception/Year 1 class are starting to have a positive effect on the progress that the children make in their learning. The methods used to check the rate of progress that the children make are becoming more detailed and in the reception/Year 1 class the staff use this information well to plan activities according to the needs of individual children. In the nursery the staff do not use this information as effectively but are aware of the need to improve the joint planning of activities.

54. Children join the nursery in the September of the school year in which they are four years old and the majority transfer into the reception classes in the year they are five. Before starting in the nursery the parents of children are encouraged to visit with their child so staff can explain procedures, make them feel 'at home' and answer any concerns or questions. The staff encourage parents to become involved in the work of the nursery and many volunteer to help with activities. Parents also take advantage of the daily opportunities to discuss issues with staff. This results in children who are relaxed and settled in the nursery and reception classes. Parents are encouraged to take an active role in their child's learning.

55. When they first attend the nursery the attainment of the majority of the children is in line with the national expectation for their age. All children in the nursery and reception classes, including those with special educational needs, make satisfactory progress in their learning. In the reception/Year 1 class the children make very good progress because of the very high standards of teaching and organisation of activities. In this class the children are extended in all the areas of learning and rise to the challenges set with enthusiasm and a real sense of purpose. The staff in this class work closely together to plan and deliver suitable learning activities for the children, for example in a combined science and computer lesson. Although the quality of teaching in the nursery and reception classes is satisfactory overall it varies too much from one class to the next and attention needs to be paid to this.

Personal, social and emotional development

56. Children are settled and relaxed in the nursery. On arrival they are confident and are keen to explore the well-organised activities. Staff encourage them to share as they learn together. The children are very good at taking turns when playing with the tricycles in the outdoor play area. They put up their hand before answering and listen quietly to other children's answers. They display good levels of concentration and interest in the activities provided. For example, a small group of children show good imagination as they pretend to go on a hike from the tent that is erected in the classroom. The staff are very good at insisting that the children use good manners when asking for or receiving assistance. The focus of the teaching seen in the nursery emphasises children's personal, social and emotional development.

57. The good standards set in the nursery are effectively extended into the reception classes. The children are beginning to develop the routines of independent learning; for example, when set a task in a literacy lesson a child shows good concentration on writing his own 'Mr Clog' story. The children are aware of the need for clean hands when they are handling food in the baking sessions. Standards of teaching in the nursery and one of the reception classes are

satisfactory in this area of the curriculum. In the class containing a mix of reception and Year 1 pupils, expectations of how children are to behave are at a higher level and children respond positively to the opportunities to work independently

Communication, language and literacy

58. Standards in communication, language and literacy are at satisfactory levels. In the nursery the staff ask challenging questions and devise situations that encourage the children to talk about their activities. In a baking session the teacher asks the children to describe the feeling of the dough mixture as they make spiral shapes from bread. The children say it is hard to stir and feels sticky. They show good development in their listening skills as the teacher reads a story called the 'Snail Trail'. A more able child can recognise that snail and trail rhyme and can suggest other rhyming words. The teacher makes good use of the snail's journey through the garden to develop the children's descriptive language, for example words to describe inside a cave. They use their fingers to produce curly shapes in paint as an early development of their writing skills. In a satisfactory literacy lesson in a reception class the more able children with good support from a classroom assistant show that they can write the names of animals with the correct formation of letters. In a very well organised lesson in the reception/Year 1 class, the more able children write their own sentences to create a simple story while other children write and illustrate words beginning with 'st'. Children in this class are able to read with support from a classroom support assistant. The teaching in this area of the curriculum is satisfactory overall, but with better quality planning, organisation and opportunities for older children in the mixed reception/Year 1 class.

Mathematical development

59. Children's knowledge and understanding of areas of mathematical development are at satisfactory levels overall, but are better for older reception-age children in the mixed age group class. In both the nursery and reception classes there are an adequate range of practical activities, which enable the children to develop an understanding of number, shape, size and weight, and the teaching enables children to make satisfactory progress. In the nursery, children can accurately count the numbers of helicopters and aeroplanes up to 12 and can place them in the correct sets. When playing with water and filling different sizes of container they are able to say which one will hold the most water and are willing to guess how many of the smaller containers it requires to fill a large container. When playing a number game with the classroom assistant the children are able to move the model insects the number of squares that they throw on the dice. The assistant asks challenging questions to extend the children's learning, for example "How many squares are left before you finish?"

60. The teaching is of a better quality in the reception/Year 1 class, where in a very good lesson, the teacher had very high expectations of the development of children's mathematical language; for example, terms such as symmetrical and tessellation were used to describe the features of patterns. The children can add $16 + 4$ mentally and can explain how 10 can be made in different ways using two numbers.

Knowledge and understanding of the world

61. Children's attainment is above the expected level in this area. In the nursery good use is made of the study of snails to extend the children's knowledge of mini-beasts. The movements and the structure of the large snails fascinate the children. They watch intently as the snails eat lettuce and cucumber and their interest is maintained by the good questions that the teacher asks them. They learn that the snail has small eyes at the end of its 'horns'. The topic is used effectively as a good focus for many of the learning activities; for example the children use a range of different techniques to create a picture of the snail's journey. The

children are showing confidence and control in the use of the mouse to access computer programs. Very good use is made of a visit to Skipton Castle to develop the children's historical knowledge. They describe the dark and damp conditions in the dungeons.

62. In reception/Year 1 class the teacher encourages a child to explain why a magnet can hold only a certain number of metal balls, and other children to discuss the good design features of a model vehicle. The children in this class use the computer suite to extend their learning. With good teacher support they are able to draw and colour symmetrical pictures that represent butterflies. As part of their science studies the children learn about the life cycle of a butterfly. As in the nursery good use is made of visits outside the school to extend the children's learning opportunities, for example to a local wildlife park and to the theatre in Bradford.

Physical development

63. Standards in children's physical development are satisfactory. For children in the nursery and reception classes there are good outdoor facilities to enable them to develop their physical skills. The children climb and slide on a plastic climbing frame and show good steering control when riding a range of wheeled toys. A group of children in the reception show good social skills as they use plastic building blocks to build a play-house together. There are a range of activities organised to develop the children's co-ordination skills, for example stilts to walk on, and numerous opportunities to practise their finer movements of cutting and sticking.

64. The children have physical education lessons in the school hall. In a satisfactory lesson in one of the reception classes the children are not given sufficiently specific instruction on how to develop their sequence of movements in the lesson. This is in comparison to a good lesson in the reception/Year1 class where the teacher explains in detail what is expected and uses children's demonstrations to show examples of good movements. The standards of teaching are satisfactory. Lessons are appropriately planned to enable children to explore a range of movements and skills, and guidance is given to increase their ideas and the quality of their actions.

Creative development

65. The good teaching and varied range of opportunities in both the nursery and reception classes enable the children to show good progress in the development of their creative skills and achieve above expected standards. Children in the nursery enjoy a range of activities for imaginative play. They play as a group using a tent and can explain that a compass is used to help find their way. They use a variety of materials and methods to produce a collage of the snail's journey and to represent different plates of food. In the outdoor area the children play a tambourine and shakers in tune to taped music. In a good music lesson in a reception class the children show an awareness of the beats represented by different notes. They are able to use instruments to produce various sounds based on the story of 'Noah's Ark', for example the motion of the sea. The children use crayons and pastels to reproduce paintings of the jungle in the style of Henri Rousseau. They display good modelling skills to make fish, a giraffe and a crocodile using paper pulp, scrunching paper and masking tape.

66. Main points for improvement.

- Review the levels of classroom staff support in each of the reception classes.
- Further develop the use of the information collected on the children's progress to plan future learning activities.
- Enable staff in the nursery to have the opportunity and time to plan and review the range of learning activities to meet the needs of all the children.

- Timetable the outdoor areas to allow the nursery children access to the equipment in the reception area to extend their learning.

ENGLISH

67. Pupils enter Year 1 with average standards and make satisfactory progress in speaking and listening and good progress in reading and writing as they move through Years 1 and 2. By the end of Year 2 standards are above national levels in reading and writing, and are broadly in line with national expectations in speaking and listening. Compared with the standards achieved by infant pupils at the time of the last inspection of the First School, standards have risen in reading and writing but appear to have fallen in speaking and listening. No standards are available for pupils in Year 6 from that time. Pupils make satisfactory progress in all areas of the subject as they move through Years 3 to 6. This year's Year 6, a weaker cohort than last year, reach standards which are close to national levels in all areas of English.

68. Strengths in English are:

- a good amount of time is given to the teaching of the subject;
- standards in reading and writing are high by the end of Year 2;
- there are consistent approaches to the teaching of handwriting and spelling;
- resources to support the teaching of the literacy hour are good;
- the subject is well led, and there are clear plans for its continued development;
- teaching is never less than satisfactory, is often good, and is sometimes very good;
- pupils respond well to the subject, with many pupils taking pride in their work;
- the newly re-furbished and re-organised, centrally located and attractive library.

69. Areas for development are:

- literacy skills are not given sufficient emphasis in some subjects;
- the library is not used enough to aid learning and pupils do not know how to find the books that they need to help them with their work;
- work is not always matched to pupils' precise needs in some classes;
- teachers are not yet consistently using assessment and marking to help them establish targets for learning for their pupils, although there is evidence of very good practice;
- drama is not used enough to help develop language skills, especially in Years 3 to 6;
- pupils are not using information and communication technology enough to aid learning and present their work;
- some less able readers are not given sufficiently regular help to ensure that they succeed, especially in Years 3 to 6.

70. Pupils with special educational needs and those with English as an additional language, make satisfactory gains in learning in all aspects of English as they move through the school. Work is usually matched to their precise needs to help them to make progress. However, support staff are not always targeted to help pupils with the greatest need. Some teachers do not hear pupils with special educational needs read often enough to help them to make the best possible gains in learning.

71. In speaking and listening, most pupils make appropriate gains in learning because this area is given increasing emphasis. For example, pupils discuss issues that concern them, such as bullying. They receive good support in developing an appropriate spoken language because teachers and adult helpers often talk with them to help them learn. Teachers plan structured opportunities to develop pupils' speaking and listening skills with some teachers using skilful, probing questioning of pupils. This helps most pupils to speak with increasing fluency, clarity and confidence as they move through the school. By the end of Year 2 pupils usually listen carefully and make relevant responses to questions, such as when contributing their ideas for a possible sequence of events to help them write a story called 'The Supermarket Disaster'. Most teachers try to involve as many pupils as possible in question and answer sessions although in some lessons they focus too often on those with their hands up. These sessions provide evidence that the vocabulary of some pupils is not extensive and that some pupils lack confidence in the spoken word. Pupils in Years 3 and 4 engage in a lively discussion in response to a mock letter from a development company wishing to build a pie factory on the school field! By the end of Year 6, pupils discuss confidently, listen with concentration and sometimes comment on the opinions of others. For example, pupils consider differences in styles and content of the books of two authors. They confidently lead group presentations on why Bradford is a good place to visit.

72. In reading, pupils perform at levels which are above national expectations by the end of Year 2 and are close to national standards by the end of Year 6. Most pupils make good progress as they move through Years 1 and 2 and sound progress as they move through Years 3 to 6. This is because teachers give suitable emphasis to the teaching of reading and maintain records so that they can track their progress. Pupils read with increasing fluency, accuracy, understanding and expression as they move through the school. Many pupils are well supported by their parents at home as they learn to read. Teachers promote a love of reading in their pupils, for example, through stories, such as 'The Three Little Pigs', which pupils in Years 3 and 4 subsequently re-write as play scripts.

73. By the end of Year 6, pupils increasingly research information from the Internet as well as from books. They read from a range of genres and talk about their favourite authors and books, but rarely about the main characters. More able Year 6 pupils are starting to use inference and deduction when analysing text. Pupils read from a wide enough range of writing, such as biographies, reports, narrative and 'official language' including forms they will encounter in the future. However, not all pupils are confident in skimming and scanning text to help them to retrieve information. Pupils' knowledge and understanding of the school's library classification system are not good enough and the library is not used enough. However, following its recent refurbishment, the library has been identified for immediate development. The reading journals of older pupils are relatively new and have yet to make an impact to help raise standards in reading. Some pupils are not reading books that are precisely matched to their needs. However, it is planned to re-structure reading material to help pupils to select reading literature which closely matches their level of development.

74. In writing, pupils' attainment is above national levels by the end of Year 2 and is in line with national standards by the end of Year 6. This is because writing is given much emphasis, particularly in the infants. Pupils are writing for an increasingly wide range of purposes, such as reviews, letters, instructions, descriptions, advertisements and reports. Written tasks given by teachers during the literacy hour are often challenging, and pupils are well supported to help them achieve well. This is not always so in the juniors, where an examination of work in other subjects indicates that much work is copied. Teachers give attention to the development of vocabulary to encourage pupils to produce lively and thoughtful writing, although displays in the upper school do not promote this aspect enough. Teachers give emphasis to the structure of our language and to using correct punctuation to help pupils to write accurately. However, pupils are not drafting and re-drafting enough using information and communication technology, although this is developing. Pupils sometimes copy and colour, which serves little purpose. Worksheets are over-used in some classes, which does

not encourage pupils to take pride in their work. The variety of approaches used by the school is helping to raise standards in spelling. However, teachers are not encouraging pupils to use dictionaries and spelling logs sufficiently to help them to improve.

75. By the end of Year 2, most pupils spell simple common words accurately, can develop ideas into a sequence of sentences, and use capital letters and full stops correctly. Most start to apply their knowledge of word families and recognise that letter blends that sound identical when read can be spelt differently. They begin to learn about the structure of our language by changing nouns from singular to plural and verbs from past to present tense. They write interesting beginnings to stories, reports about their holidays, lists of how to annoy their teacher and simple rhymes on the subject of 'Ten Dozy Dalmations'. By the end of Year 6, pupils write biographies, use the past tense and paragraphs accurately, learn to distinguish between formal and informal language and develop and sustain ideas, such as when writing about the benefits and drawbacks of zoos. However, pupils rarely edit and draft their initial attempts at writing stories to help them to improve their quality. Many pupils write stories which develop setting and plot satisfactorily, but they fail to develop character appropriately, to add depth to their writing. Pupils are given some opportunities to write at length in other subjects, but this has been identified for further development. Most teachers pay good attention to spelling and handwriting. However, some pupils do not have enough opportunity to improve their control and co-ordination before they form, practise and join letters in Year 2.

76. The quality of teaching is mostly good in Years 1 and 2, and always satisfactory and sometimes good in Years 3 to 6. Very good teaching was observed in two junior classes during the inspection. Good and better features of teaching include high expectation, brisk pace, probing questioning which moves pupils forward in their understanding, high levels of challenge for pupils, good contributions to pupils' personal and social development, and high levels of enthusiasm by the teacher. All these positive features keep pupils interested and involved, ensure that most pupils respond well to English lessons, and contribute to their at least sound and often good achievement. In a very good Year 5 lesson, the teacher built successfully on previous learning to enable pupils to complete varied presentations on the benefits of Bradford. Weaker features of otherwise satisfactory lessons include work that is not matched to pupils' abilities resulting in inappropriate levels of challenge, slow pace and inappropriate control of pupils' behaviour, which affect the rate at which some pupils learn. A small number of teachers do not always share what they are going to learn with pupils and this too slows learning. Marking is not used consistently to move pupils forward, as well as to celebrate what they have achieved.

77. Most pupils behave well, listen attentively, and are eager to ask and answer questions. Pupils work well together when discussing texts and most persevere to complete tasks within the time allocated. Older pupils show initiative and the ability to work independently, as well as collaboratively, if required, such as when Year 6 write poems on a variety of themes, such as friendship, autumn and volcanoes.

MATHEMATICS

78. Test results for pupils in Year 2 were well above average in 2002. The teacher assessments for the current year, 2003, also predict similar levels sustaining the picture since the last inspection. Inspection evidence agrees with these assessments. For pupils in Year 6, test results last year were average. They are likely to remain average this year because the large number of pupils who have some special educational needs balances out those who are likely to achieve the higher level. Although there have been differences in the results achieved by boys and girls, these are to do with differences in the year groups of pupils and not in the provision. For example, in the current Year 6, two thirds of the high achievers are girls, but in Year 5 the boys stand out as more able. As this is only the third year that the school has had pupils up to Year 6, comparisons with the previous report are not possible for pupils in Year 6.

79. Pupils in the infants can work sums out in their heads confidently. They are developing very positive attitudes to mathematics through lessons that are fast moving and interesting. One Year 1/2 class sighed with disappointment when the introductory session on subtraction finished because they were enjoying it so much. By the age of seven most pupils can work with numbers up to 100 using a good range of methods. More able pupils work with multiplication and division such as by 10. They understand simple fractions and can distinguish odd and even numbers. They are able to determine whether an angle is 90 degrees or more/less than that and have a secure understanding of the common two- and three-dimensional shapes. Lower attaining pupils are confident with smaller numbers, can write and understand simple fractions such as half and quarter, and can calculate simple sums involving money.

80. By the age of eleven more able pupils can use patterns in numbers, such as continuous halving or counting back in tenths but are not so secure with negative numbers. They convert decimals to fractions to percentages confidently. They find it hard to know how to begin to solve problems but once under way they investigate happily. They make instinctive jumps in thinking to guess answers but find it harder to explain their thinking and write their answers in a simpler form. When investigating domino bridges, for example, a few Year 6 pupils guessed an answer that was correct or only one digit away. It took longer for them to simplify their table of results and find an algebraic formula that allowed them to calculate quickly and correctly. Less able pupils have a reasonably secure understanding of the value of numbers up to 100 but do not always write numbers such as 909 correctly. They understand what fractions and decimals are but are not always accurate in writing them nor in converting one to the other. Pupils of all abilities have a satisfactory understanding of shapes and measures but also have some gaps in their knowledge. Whilst higher and middle attaining pupils were all competent at estimating and drawing angles, they hesitated over some of the two-dimensional shapes such as rhombus and parallelogram. Lower attaining pupils knew about triangles but could not name the different types. Graph work is limited in mathematics but can be found at a satisfactory level in other subjects such as information and communication technology and science. Lack of experience shows when pupils are asked to label the axes of a graph and put the numbers in the wrong order.

81. Pupils of all abilities achieve well in the infants and satisfactorily in the juniors. This is because, although the teaching seen was good overall, there are some weaknesses in the junior classes. Staffing changes and class re-organisations, which have been completed in the best interest of the pupils, have slowed the necessary changes. The best teaching makes pupils think as in a Year 5 lesson for higher attaining pupils on investigating shapes. It makes them learn that care in investigation is essential or they can end up following wrong lines of enquiry but that patterns are interesting and can shorten calculation times significantly. Most lessons begin well with good mental and oral work which involves all the

pupils in answering, as in a Year 3/ 4 class of higher attaining pupils. Good lessons continue with individual or group tasks that maintain that level of challenge. In some lessons, this section is not well enough matched to what the pupils can do and the task is too difficult for groups to achieve without support as in a Year 3/4 lesson where a Bingo game was used to promote interest in learning table facts. For some of the groups in this class, there were too many number facts for them to remember. In almost all lessons, good use is made of resources such as the overhead projector, number cards and individual whiteboards to engage pupils' interest and support their learning. A very good lesson in reception/Year 1, for example, used a rich range of high quality resources in whole-class work. Parents helped groups of children in number activities that kept children working hard as well as learning to take turns and share learning. Classroom assistants support pupils well once group or individual tasks are taking place. They give particular help to those who have special educational needs. Sometimes they could be more effectively used at the start of lessons when the teacher is introducing tasks or mental and oral sessions.

82. A weakness in the teaching of mathematics across the school is that marking is too variable in quality. There are good examples of marking which tell pupils how well they have done and what they need to do to improve. There is also some which is very limited; for example, it does not point out untidy work and poor presentation and does not give pupils ideas about how they can improve. Talking to a group of Year 6 pupils revealed that they all feel that they are doing well because of the various stickers, marks or comments. Only two of the six knew roughly what National Curriculum level they were working on. Most did not know of a personal target or the next step that would help them to improve.

83. Two teachers lead the subject's development, one taking the main lead and one a supporting role. Both have a secure understanding of the subject and of what needs to be done to raise standards in the juniors. Some checking on the quality of teaching has taken place and this is helping to improve quality. Work remains to be done to improve the effectiveness of the collection and recording of information on pupils' progress and making it available to teachers. The areas for development in standards and in teaching were recognised as fair judgements.

SCIENCE

84. Standards are above average, both at the end of Year 2 and at the end of Year 6. This means the pupils achieve well over their time in school and standards are rising. There are no significant differences in attainment between boys and girls. Pupils with special educational needs and those who speak English as an additional language achieve as well as other pupils. There are no wide differences across the four aspects of the subject, but scientific investigation is not as strong as the other aspects. This is because teaching does not emphasise often enough the development of pupils' investigation and independent learning skills. There are also inconsistencies in curriculum provision that mean not as much time is given to this aspect. Standards are at similar levels to those seen for pupils in Year 2 at the time of the last inspection.

85. By the age of seven, pupils are developing the basic vocabulary and concepts associated with science. Pupils in Year 2, for example, can explain why various materials are suited for specific purposes, such as rubber-coated wire for electrical circuits. They develop a good vocabulary and can explain such terms as pupa, transparent, translucent, opaque, reflective and recyclable. Pupils carry out simple investigations and make sensible predictions about what may happen. Pupils in Year 1, for example, test the absorbency of various types of paper and write up their predictions and results on worksheets. A majority of pupils in Year 2 understand how to set up fair tests and can explain which variables should not change when conducting experiments. Pupils can explain, in simple terms, the basic lifestyles of bees in

the hive and can understand that living things grow and reproduce. Excellent work was seen during the inspection where Year 1 pupils were studying the lives of butterflies from eggs to adulthood.

86. By the age of eleven, pupils have developed a good factual knowledge. They can explain, for example, how blood circulates around the body, the effects of exercise on the heart and about resting pulse rates, light and reflection, and how sound travels once it has been created. They further develop their vocabulary and explain terms such as pipette, acid and alkali. They explain pitch and loudness when they are studying different sounds. Pupils understand how to set up fair tests and make sensible predictions about possible results. This is clearly seen in work done by Year 5 pupils on testing materials to see which muffle sound best. They have a sound knowledge of some fairly complicated concepts such how day and night occur, different seasons, and why the length of daylight varies at different times of the year. There is limited evidence that pupils plan their own tests and choose suitable equipment to conduct them, or that they make practical suggestions about how to improve their testing methods, repeating tests where necessary. It is the lack of these more sophisticated skills that makes scientific enquiry less strong than the other three aspects of the subject.

87. Science makes a satisfactory contribution to pupils' literacy and numeracy development. In many lessons there are new words to learn. Key words are often displayed in classrooms. Opportunities for pupils to write in a range of styles and to extend their writing when recording results of tests are limited. Pupils routinely use measurements of different types when conducting tests and experiments. They present results usually using bar graphs or tables. This makes a satisfactory contribution to literacy development but could be further developed by allowing pupils to choose a greater range of methods for presenting evidence. The use of computers to support learning in science is good.

88. The quality of teaching and learning is good. Pupils' work is usually marked and corrected but little is added which will help them to improve their work. Teachers plan their lessons to take account of the practical aspects of the subject so that all pupils are clear about what to do in lessons. Practical lessons are safe and well organised as a result. Teachers have good class control and this is achieved with quiet authority and good humour. Pupils respond well to this approach and behaviour in lessons is good. Pupils are careful with equipment and efficient about tidying up after practical sessions. Relationships between pupils and with their teachers are good and there is a relaxed but businesslike atmosphere in lessons. Pupils enjoy science and show good attitudes to work. Teachers need to ensure that planning allows sufficient opportunities for pupils to think for themselves, work independently and develop scientific investigation skills.

89. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to study, and reflect upon, the wonders of the scientific and natural world. This makes a good contribution to their spiritual development. This is clearly seen in the sense of wonder and great interest they show in watching frog spawn develop into tadpoles and then into baby frogs. Pupils are taught right from wrong and that it is good manners to listen when others are speaking. This makes a good contribution to their moral development. Social development is enhanced by good opportunities for pupils to work together, share and take turns. Cultural development is satisfactory, but there is very limited emphasis on the wide range of traditions from which scientific thinking comes. There are good procedures in place for assessing pupils' attainment and progress. The use of the data provided to check for inconsistencies in the curriculum is not well enough developed to ensure that all four aspects of the subject are covered well enough. There are good procedures for monitoring and supporting teaching by the subject co-ordinator and the senior management and this helps to ensure that the quality of teaching is improving. The subject

co-ordinator has shown good leadership and management in raising the profile of science and in ensuring that standards are rising.

ART AND DESIGN

90. Standards are at satisfactory levels for pupils in Year 6 but are at above expected levels for pupils in Year 2. The standards for pupils at the end of the infants are at similar levels to those seen in the First School, prior to the re-organisation of the school. The quality of art and design on display in classrooms and around the school together with evidence collected in portfolios of pupils' work confirms this judgement.

91. Pupils in the infants benefit from a good range of experience in using different media and studying varying styles of painting. In Year 1 pupils demonstrate good skills in mixing and using paint when creating portraits. They place facial features in the correct places with eyes placed half way down the face rather than closer to the top of the head. This illustrates some good teaching of skills and levels of discussion that help pupils to understand this. Very good quality examples of batik prints are found in another infant class in which pupils demonstrate very good technique and understanding of the process when drawing animals and mini-beasts. Also in this class were some examples of work in the style of Van Gogh in which pupils applied paint using palette knives, showing good technique.

92. By the age of eleven, pupils have developed their skills satisfactorily, although, currently, less time is spent in classes containing older pupils on the subject because of an additional focus on subjects assessed in the national tests. There continues to be a good range of artistic experiences available to pupils. These include a strong focus on the design process when pupils design and make African masks. Pupils describe the process well, including an investigation into the differing masks worn by various tribes. This helped pupils develop a greater understanding of the cultural differences between the different groups and enabled them to modify their designs accordingly. Good links with history are made through the making of vases and theatre masks in the style of ancient Greece and pupils show care in the construction and decoration of these. In a good lesson in Year 5, pupils investigated the differing properties of chalks and oil pastels, experimenting how colours could be mixed and blended to produce differing shades. This was effectively linked to techniques of weaving that included fraying, plaiting and knotting and resulted in effective yarn wrapping pictures. Although there is little evidence of any large-scale sculpture work across this age group, the use of clay to create tiles of the highest quality is evident. Produced by pupils with a particular talent for artwork, and in conjunction with a local secondary school, pupils take an Indian cultural theme to make and decorate their very effective tiles. Observational and drawing skills are developed well in many classes with pupils producing, for example, good quality pencil drawings of bicycles. Good quality displays of work by pupils across the school illustrates how their skills have developed. A flourishing art club helps to extend the skills of those wishing to attend, their work being on display in the school's art room. Interviews with pupils indicate that they know about the lives and works of some famous artists such as L S Lowry, Georges Seurat, Kandinsky and Jackson Pollock and produce effective work in the style of the differing artists. Artwork adds appropriately to what is produced in other subjects, but on occasions, insufficient care is taken to ensure that the quality matches that of work in the other subject.

93. The opportunities to observe the teaching of art and design were limited by the arrangement of the timetable so no overall judgement on its quality can be made. It is, however, apparent that pupils experience a wide range of artistic media, they understand the processes of design and they are taught a suitable range of skills that help to improve the quality of their work, for example, when learning about perspective and vanishing points in a Year 6 lesson. A start has been made on the assessment of pupils' work and in the recording

of the skills pupils have learned. Limited checks on the quality of teaching are made by the school, although teachers' planning is monitored.

DESIGN AND TECHNOLOGY

94. Standards are above average by the time pupils reach the age of eleven, but because of limited evidence it is not possible to make a judgement on the standards of work for pupils aged seven. Evidence was collected from a limited number of lessons, photographic evidence, teachers' planning and an interview with pupils.

95. In the one lesson seen containing pupils from Years 1 and 2, pupils demonstrated good cutting and sewing skills, following lines carefully and paying good attention to the neatness and quality of finish of their work. Good attention is paid to the design process, for example when designing cushions. Pupils show a good understanding of this process and talk about how they alter what they are going to produce when they have given their designs greater thought.

96. In Years 3 to 6, evidence of pupils completing designs and carrying out the work is more plentiful. In a very good topic linked to pupils' personal development, pupils in Year 5 designed a garden suitable for use by blind people which required pupils to think about a whole range of problems they had not considered before linked to the different senses. Linked to this project, pupils designed and made good quality wind chimes, using skills they had acquired from science, mathematics and art and design. Pupils evaluated the quality and success of the product, commenting on how they would improve it if they were to make one again. Copies of letters to local people who are to receive a wind chime as a gift illustrate how pupils' letter writing skills have also been extended. Good links are made between design and technology and art and design when pupils investigate, make and decorate boxes for pizzas, combining measuring, cutting and decorating skills. However, greater care could have been taken with the quality of printing on the boxes. In Year 6 pupils design and make very good quality bridges. A wide variety of skills is used in investigating different types of bridge, including how some bridges can be raised using pulleys. Great care is taken with the finish of these and pupils ensure that they apply the techniques in accurate measuring and sawing which contribute positively to the quality of the finished product. The skills they have acquired are also applied to the good quality soft toys they make. Pupils consider factors such as cost, types of fabric and safety issues when designing and making these. Interviews with pupils reveal that they have had opportunities to work with construction kits to make wheeled vehicles, making, testing and evaluating the success of them. Knowledge from science had been used well when pupils had included electric motors to power these. There was, however, little knowledge of pneumatics or hydraulics when pupils were interviewed.

97. Limited teaching of the subject was seen. Where lessons were observed, the teaching was often good with emphasis being given to the design process and pupils completing investigations, modifying and evaluating designs and models, and paying attention to quality and finish. Basic skills such as sawing, cutting, sanding and joining are taught well and help to improve the quality of the product. Lessons are well planned and organised and pupils use the resources carefully. The role of the subject co-ordinator is well defined and she is becoming increasingly involved in the improving standards in the subject although there have been no opportunities to observe colleagues teaching. Further development of systems to record pupils' progress and acquisition of skills in the subject is needed.

GEOGRAPHY

98. Standards are in line with those expected throughout the school. Pupils, especially those in Year 6, have a wide geographical knowledge but there has been less focus on the acquisition of some necessary skills, for example, those of maps and mapping, in the subject. Standards at the end of the infants are at similar levels to those seen at the time of the inspection of the First School prior to re-organisation. Pupils who have special educational needs are well supported and able to join in fully in lessons, making satisfactory progress.

99. Pupils in the infants have examined their own locality and have compared this with a differing locality, St Lucia, in the Caribbean. They use a suitable geographical vocabulary to describe their own and other locations, using accurately phrases such as tropical storm and rain forest to enliven their work. Writing skills are developed appropriately when pupils sent a postcard from St Lucia, describing their 'holiday'. Links with mathematics are also made when pupils create graphs showing the types of fruit grown on the island. Both Year 1 and Year 2 pupils are provided with the same curriculum, resulting in a lack of understanding and relevance for some pupils who have a greater need to become familiar to areas closer to home.

100. By the age of eleven pupils have acquired a wide geographical vocabulary. They use and understand words such as evaporation and condensation and some know precipitation. They can explain what meanders are and that rivers carry silt in them which is deposited when the speed of the water slows. Their knowledge of continents, countries, oceans and mountains is good for many pupils. However, when writing about what they have learned there are too few opportunities for them to extend their writing skills rather than copy work. There is a particularly good geography topic taking place in Year 5 in which pupils are studying the city of Bradford. In this, pupils use their knowledge and understanding of different cultures as well as using their mathematical and geographical skills. This has resulted in pupils extending their knowledge of how cities develop, what products the city was famous for and why people from differing ethnic groups have moved to the city and how transport links have improved. This topic has developed pupils' geographical knowledge and understanding well. While this is a good example of the use of work outside the school there is less evidence of other fieldwork taking place.

101. The quality of the limited amount of teaching seen was satisfactory with some teaching that was very good, enabling pupils to make very good progress. In one such lesson in an infant class the pupils looked at their own local area and began to design a questionnaire for tourists to determine why and how often they visited Haworth. Pupils worked in groups, discussing the questions they would ask and began to draw up their questionnaire. This improved not only their geographical understanding but also their skills in speaking and listening and in mathematics and their writing skills. Information and communication technology is used satisfactorily in finding out geographical information. Teachers also use appropriate video material to increase pupils' understanding. More use could be made of the immediate area round the school to increase pupils' geographical knowledge to improve their investigative and mapping skills.

HISTORY

102. Standards in history are close to national expectations by the end of Years 2 and 6 and at similar levels to those seen for pupils in Year 2 at the time of the last inspection; standards for pupils in Year 6 are not available. Pupils make satisfactory progress in developing their knowledge and understanding of events, people and changes in the past as they move through the school. Resources, such as historical objects and photographs, are used well to

create interest and involvement among pupils, such as when older pupils discover what life was like in the 'swinging sixties'. Visits and visitors enrich the curriculum, and are used well to develop important skills, and help bring the subject to life for pupils. For example a visit to Haworth church enables pupils in Years 1 and 2 to search for evidence about the past, and a visit from a drama group and to a local museum help pupils from Years 3 and 4 to learn about life in ancient Egypt. History is communicated in different ways, through, for example, story, picture and discussion, to increase motivation among pupils. Good links with other subjects are evident. These include in English, when older pupils, in work on ancient Greece, compile a newspaper report for the 'Daily Odyssey'. A consistent approach to assessing pupils' progress has just been introduced to help ensure pupils develop knowledge and understanding over time and that all required areas are taught.

103. By the age of seven and eleven, pupils show understanding of events and people they have studied to levels which are close to national expectations. For example, Year 2 pupils find out about Grace Darling and Louis Braille, and compare hospitals in the Crimea, when Florence Nightingale was a nurse there, with hospitals today. Pupils in Years 3 and 4 learn about the Viking invasion and settlement of Britain. By the end of Year 6, pupils find out how Victorian schools differed from those today and what life was like for coal miners. They learn, in post-Second World War Britain, why Harold Macmillan claimed that "People have never had it so good" and discover how the welfare state came into being.

104. Weaknesses exist, which prevent pupils from making the best possible progress. In a small minority of classes tasks involving colouring do not extend pupils' historical understanding. Work is sometimes not matched to pupils' precise needs to enable them to make the best possible progress. For example, older pupils' studies of Benin cover the same work, despite the wide range of abilities evident. There are missed opportunities to develop literacy skills through the use of extended historical writing. Teachers do not give enough emphasis to developing an understanding that the past can be interpreted in different ways, of the passage of time or the acquisition of a historical vocabulary. Pupils' own topics sometimes lack depth and the use of the Internet for research work sometimes results in pupils obtaining information which is too difficult for them to understand.

105. Teaching and learning are sound in both key stages. Positive features of teaching include secure subject knowledge, some good questioning and clear instructions to aid learning, an enthusiastic approach, good use of praise, which helps to generate interest and involvement among pupils, and good use of resources to help improve understanding. Weaker features of teaching seen include tasks which are too challenging to enable pupils to make best possible progress, insecure subject knowledge, and methods which do not engage pupils. These features cause some pupils to become restless and prevent them from making good gains in learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Standards are in line with those expected of pupils of the same age, both at the end of Year 2 and at the end of Year 6. There are no significant differences in achievement between boys and girls, across the different ethnic groups in the school or across different levels of attainment. The use of information and communication technology to enhance learning in other subjects is satisfactory although there are subjects and classes where it is not used to maximum effect. Standards reported for pupils in Year 2 appear to have fallen from those reported at the time of the inspection of the First School.

107. By the end of Year 2, pupils are familiar with the basic skills in using computers. These include using a mouse, finding keys on the keyboard and basic word processing skills. Pupils use computers for elements of control. Pupils in Year 1, for example, use images on screen

and computerised models to send cars in various directions and compare the models on computer and the model car they use in the classroom. They are able to plot a range of graphs and pictograms, to show pupils' favourite fruit, for example. There are good examples of work done in other subjects. Children in the reception class, for example, produced good patterns of butterflies in a science lesson using *Paint Spa* for the outlines and *Flood Fill* to complete the colours. In English lessons, pupils make use of computers for basic word processing and editing their work.

108. By the end of Year 6, pupils carry out a range of work and can load, save, print and make use of fonts of various sizes and types. Pupils use computers for simulations of real-life situations. This is seen in work done with flight simulators, for example. They predict what might happen if various situations occur, for instance if an earthquake hits buildings constructed of various materials. Pupils in Years 5 and 6 produce work designed to meet the needs of different audiences. This is seen in good *PowerPoint* presentations of greetings cards, and information about clubs that run in school. There are good examples of using information and communication technology in other subjects of the curriculum. Good work was done, for example, by pupils in Year 6 as part of their geography projects on mountains and on the Amazon Valley. However, there are inconsistencies in the curriculum in Years 3 to 6 which result in learning not being as good as it could be. This was seen during the inspection where Year 6 classes were being introduced to basic techniques about sending and receiving e-mails and about basic use of websites. National Curriculum levels indicate that this is more suitable for pupils in Year 4 or in some cases in Year 3. There is also limited evidence that pupils make regular use of databases and spreadsheets in their work.

109. Teaching and learning are satisfactory. Teachers have adequate knowledge of the methods needed and of the hardware and software in use. The school recognises that further training will be necessary as further equipment, such as interactive whiteboards, are introduced. Teaching across other subjects is also satisfactory and all subjects are making a contribution. This needs to be more consistently planned to ensure that pupils have regular opportunities to develop their skills. When lessons are in the computer room, good pupil control is a feature of the teaching. This means that pupils do not waste time and expensive equipment is looked after properly. There are good relationships between pupils and they are always ready to help one another with difficulties.

110. The school has good resources for information and communication technology. Money has been invested in keeping resources up to date, in developing the computer room and in buying some laptop computers. There are still some shortages in the provision of software, such as CD-ROMs, in several subjects. The subject makes a good contribution to pupils' moral and social development and a satisfactory contribution to spiritual and cultural development. The school is now developing assessment procedures that will enable teachers to track and record the skills that pupils are developing and to ensure that a consistent curriculum is provided. The subject co-ordinator has been in post for only a short time and has not yet had time to have an impact on the management of the subject. He has shown good leadership in establishing clear and sensible priorities and areas for development.

MUSIC

111. It is not possible to make a judgement on the standards that pupils achieve, the progress they make and teaching because of the limited amount of music observed during the inspection. By looking at the teachers' planning, observing a small number of lessons and other musical activities it is clear that the school offers an adequate range of learning opportunities.

112. In Year 1 and 2 pupils use instruments to represent everyday noises, for example the sound of a doorbell and a door slamming. When singing 'I hear thunder' they accompany their singing with percussion instruments. The two lessons seen were in Year 3 and 4 classes. In a good lesson, the pupils showed a good understanding of singing in soft and loud voices to convey the mood of the song. They enjoyed the challenge of repeating tongue-twisters without making a mistake. In the other lessons pupils changed the words of a road safety song to suit younger children. They work well together in groups and by the end of the lesson are able to perform their version of the song. In Years 5 and 6 pupils are taught by a visiting specialist teacher. They learn how the music and the lyrics of a song can convey different moods. They play accompaniments using a range of different musical instruments.

113. Music plays an active part in assemblies and in out-of-school activities. For example a recorder group practises at lunchtime and plays in assembly, and a singing club has performed at a local old people's home. The pupils are able to receive individual tuition in the playing of different instruments, for example the guitar, through the school's effective use of visiting experts. At present there is no choir because of the absence of the music co-ordinator. The school is fortunate in having a designated music room and a good range of instruments.

PHYSICAL EDUCATION

114. In those aspects of physical education seen during the inspection, standards are average and pupils make satisfactory progress. Teaching is satisfactory overall. This is much the same as at the previous inspection although at that time the school only had pupils up to Year 4. An area of improvement is in the very good range of extra activities that the school provides. These are well attended. There are excellent links with community events and facilities which help to broaden pupils' experiences in school and after school and contribute very effectively to pupils' personal development. The school has recently achieved the Activemark Award for its development of physical education and sport.

115. By the end of Year 2, pupils are able to perform basic movements and balances. They plan and develop sequences of movements, sometimes with good quality. Lessons are well planned with suitable activities. In a gymnastics lesson, pupils were sometimes challenged to think and perform well. Sometimes not enough emphasis was given to the quality of actions such as forward rolls in order to help pupils to improve.

116. By the end of Year 6, pupils' athletics prowess spans a wide range of skill. Some are natural athletes and others try hard and reach satisfactory standards. Teachers have good relationships with pupils and high expectations of pupils' ability to organise themselves. Pupils work well including when the teacher's attention is not immediately on their group. Lessons are well balanced, with good attention to warm-up and cool-down time so that pupils understand the importance of these as preparation for vigorous exercise. In one lesson, they began the exercises themselves whilst waiting for others to get changed. Pupils are taught enthusiastically and capably through demonstrations by the teacher; for example, they learn how to position themselves to receive a baton in a relay race and how to pass it on. Less use is made of pupils' work to illustrate quality and to improve their understanding through thinking and discussing amongst themselves about what is good and why it is good. In Year 5, pupils go swimming and usually all achieve the relevant standards.

117. Pupils in Year 3/4 learn about passing, fielding and batting skills as preparation for Kwik Cricket. In the lesson seen, pupils were in groups that were too large to give them good opportunities to develop skills and went into the game after only a short time. As a result some were inactive for too long. Although clearly there are very capable pupils who can bat, field and throw well, there are more who have not got sufficient of these skills to make the

game sufficiently valuable to them. Interestingly, these observations corroborate what Year 6 pupils said they like or dislike about physical education. Top of the list was athletics and gymnastics followed by football. Their main dislike was “sitting around waiting in cricket.”

118. Health and safety aspects of physical education are given due attention in lessons. Teachers manage their pupils well and generally do so with good humour. There is quite a lot of enthusiasm which helps pupils to develop positive attitudes to physical education. Pupils behave well, and try hard at activities. Where they work in pairs or groups, they do so well.

RELIGIOUS EDUCATION

119. Because of timetable and inspection arrangements it was possible to observe only two lessons of religious education during the inspection. Judgements are based on the two lessons, analysis of pupils’ work, teachers’ planning and discussions with staff.

120. Attainment is in line with that described in the county’s agreed syllabus for religious education both at the end of Year 2 and at the end of Year 6. There are no significant differences in attainment between boys and girls. Over the course of their time in school, pupils’ achievement is satisfactory and this is consistent across all levels of attainment.

121. By the end of Year 2, pupils are beginning to examine the meanings of things that are ‘special’ to them and to others. They can recognise ‘special’ books in a number of religions, for example. They know something of the main festivals in Islam and Christianity and write about the Easter Story and about Ramadan. Pupils also study Hinduism and can recount the facts about the festival of Diwali and describe some features of Mendhi hand patterns.

122. By the end of Year 6, pupils have developed a satisfactory knowledge of a number of religions. Pupils in Year 5, for example, can describe the places of worship of a number of faiths. Pupils know a number of the main stories from the religions they study. This is seen, for example, in work done by Year 4 pupils on the life of the Buddha and on stories such as the Buddha and the Angry Elephant. Although pupils gain a satisfactory factual knowledge of the religions they study, their learning on the aspect of ‘learning from religion’ is not as strong, especially in Year 6. This limits both their attainment and their opportunities to write in a range of styles and to think in depth about what it means to be religious.

123. Although it was possible to observe only two lessons during the inspection, there are aspects of teaching about which judgements are possible. Teachers have satisfactory knowledge of the religions covered in the locally agreed syllabus. Pupils’ work is generally marked and corrected, although this is inconsistent across classes. The quality and consistency of marking to give pupils advice on how they might improve their work are in need of development.

124. There are limited procedures in place for assessing pupils’ attainment and progress. This is recognised by the school and discussions are in hand to decide on a process that will provide better information. The subject has good resources, particularly religious artefacts that help to enhance and enrich pupils’ learning. The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development. In lessons there are opportunities for pupils to reflect on other religions and about moral issues. There is an in-built cultural and multi-cultural element in the subject through learning about the beliefs of millions of people all over the world. Pupils’ knowledge and social development are further enhanced by trips to local churches and to a mosque.

