

INSPECTION REPORT

**SALTERHEBBLE JUNIOR AND INFANT
SCHOOL**

Halifax

LEA area: Calderdale

Unique reference number: 107490

Headteacher: Mrs H Gatenby

Reporting inspector: Mrs C E Waine
23081

Dates of inspection: 7th – 8th October 2002

Inspection number: 246678

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Junior and Infant |
| School category: | Community |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| School address: | Stafford Square Halifax West Yorkshire |
| Postcode: | HX3 0AU |
| Telephone number: | (01422) 252004 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr A Jennings |
| Date of previous inspection: | March 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|---------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Salterhebble is situated in an area of some social and economic advantage, which is reflected in the low numbers of pupils receiving free school meals. Children enter the reception class with a wide range of previous attainments, which are, overall, higher than those found in most schools. The number of pupils with special educational needs, including those with formal statements of their needs, is below average, at three percent, but is higher than usual in the current reception year. Most have speech and language or general learning difficulties. The proportion of pupils from minority ethnic backgrounds is well above average at 36 percent. A wide range of minority faiths and cultures is represented, with the largest group being Pakistani. A high proportion of pupils has English as an additional language, but none is at an early stage in learning to speak and understand English. Part-time additional support is provided when needed. Pupils in the reception class and Years 1 and 2 are taught in single age classes and those in Years 3 to 6 in three mixed age classes. The school is very popular in the local community and is oversubscribed in each age group. Most pupils entering the school remain until the end of Year 6. The school is a member of the Halifax Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a very effective school that achieves its aims of educating the whole child. Pupils achieve very well throughout their time at school and attain high standards in English, mathematics and science. There is an extremely good atmosphere for learning in a very happy and supportive environment, which helps all pupils to achieve their best, both academically and in their personal development. All have equal opportunities and are fully involved in the whole range of school lessons and activities. The very good leadership and management of the school are at the heart of its success and the good quality of teaching inspires pupils to learn. The school works hard to expand its budget, which means that it spends more on its pupils than most schools. However, given the high standards it promotes, it still provides very good value for money.

What the school does well

- Pupils achieve very well and consistently attain high standards in English, mathematics and science by the end of Year 2 and Year 6.
- Teaching is good throughout the school and very good for the older pupils, which is why pupils achieve so well.
- Leadership and management are very good and have promoted rapid improvement and the high standards.
- The school provides very well for the needs and interests of all its pupils through an exciting curriculum, which promotes a high degree of independence in learning.
- The school provides very well for pupils' personal development, which results in very good attitudes and high standards of behaviour.

What could be improved

The inspection found no major weaknesses in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made impressive improvement since its last inspection in March 1998. A very effective action plan has rectified all of the weaknesses identified at that time and the school has gone far beyond what was required. The teaching of all subjects, including literacy and numeracy, follows detailed plans and teachers identify clear learning targets in all lessons. New resources and effective training have greatly improved the teaching of information and communication technology and this is now a powerful learning tool in all classes. An extremely rigorous programme of monitoring the quality of teaching and learning and careful staff selection has led to improvements in quality. Teachers now give pupils many more opportunities for independent learning and responsibility. They mark work very well and set targets for pupils so that they know what they have to do to improve. The school development plan is now a clearly

defined working document, which is very closely linked to financial planning. Spiritual development has improved and is now good. The school has also much improved its assessment systems, meticulously checking the progress of individuals, and this has also contributed much to improvement. The school is in a very good position to maintain its high standards and raise them still further.

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 |
| | 1999 | 2000 | 2001 | 2001 |
| English | A* | A | A | A |
| Mathematics | A | A* | A | A |
| Science | A | B | A | A |

Key

Very high, in the top 5% of schools A*

well above average A

above average B

average C

below average D

well below average E

Pupils achieve very well and inspection evidence shows that, at the end of Year 6, standards in English, mathematics and science are high. This is reflected in the results of national tests, where results have improved since the previous inspection and are consistently well above the national average. Results in individual subjects are sometimes in the top five percent of all schools nationally and in 2001 the total of pupils' combined results in all three subjects was in the top five percent of all schools. The school compares very favourably with similar schools i.e. those schools with similar levels of free school meals. The school met its targets for the tests, but failed to do so in 2002, when results were not as high because of a natural variation in the year group and the number of higher attaining pupils who left the school during Year 6. Standards in information and communication technology are now average and continuing to rise. Boys and girls and the various racial groups within the school attain similar standards. National figures for comparison are not yet available for 2002.

Children make good progress in the Foundation Stage¹ and, when they enter Year 1, most attain the targets set nationally for this age group and many exceed them, particularly in personal, social and emotional development and in oral skills, reading, writing and mathematical development. They continue to make good progress through Years 1 and 2 and achieve well, attaining much higher standards than most of the same age. Results in the national tests at the end of Year 2 are consistently high in reading, writing and mathematics and, as with Year 6, compare very favourably with similar schools. Teacher assessments show that standards in science are also above average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are enthusiastic about school life and eager to learn. |
| Behaviour, in and out of classrooms | Behaviour is very good. Pupils respond well to the school's high expectations. |
| Personal development and relationships | Excellent. Pupils take initiative in organising their own learning and are mature and responsible. Relationships are harmonious between all groups of pupils and classroom staff. |
| Attendance | Very good. Well above average with no unauthorised absence. Pupils are punctual to ensure that they make the most of their time in school. |

¹ The Foundation Stage is the provision for children in the reception class.

Pupils respond very well to their many opportunities for independent learning and develop into mature and responsible young people.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | Very good |

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

Teaching is good throughout the school and very good for the pupils in the older classes. All teaching observed during the inspection was at least good and that for the older pupils was mostly very good, and sometimes excellent. Evidence from pupils' work confirms that this is typical for the school. Teachers' expectations are high and they have good knowledge and understanding of the subjects they are teaching. They provide interesting lessons and match work well to the needs of all the pupils in their class, setting clear learning targets for each pupil. Expectations of the older pupils are very high. They are encouraged to take a great deal of responsibility for their own learning, which inspires them to work very hard. Teaching in English and mathematics is good and the basic skills of literacy and numeracy are very well taught so that pupils quickly gain the vital skills they need for their independent learning. They are given many opportunities to apply and develop these skills in other subjects, which consolidates their learning well. Teachers make very good use of information and communication technology in lessons and provide very good opportunities for pupils to develop their skills. Pupils enjoy their lessons and develop very good attitudes to work, which contribute significantly to their own learning. An extremely rigorous programme of checking the quality of teaching and learning and providing programmes of training has been very effective in raising the standard of teaching and learning since the previous inspection.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | There is a good curriculum for the children in the reception class, with recent improvement in the provision for outdoor play. There is a very rich and exciting curriculum for pupils in Years 1 to 6. There is very good provision for pupils' personal, social and health education. |
| Provision for pupils with special educational needs | The provision for these pupils is very good. They have clear learning targets and good support in lessons. |
| Provision for pupils with English as an additional language | Provision is very good and these pupils achieve very well. Most speak English on arrival at the school and good support is provided for those who need it. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | There is excellent provision for pupils' moral and social development. Provision for cultural and spiritual development is very good. The school celebrates its ethnic diversity and provides well for multicultural education. |
| How well the school cares for its pupils | The school cares for its pupils very well in a happy and secure environment. The school promotes racial equality very effectively. |

Since the previous inspection, there has been tremendous improvement in the curriculum for information and communication technology, which did not meet statutory requirements then. It is now fully incorporated into lessons and used very well as a teaching tool. The curriculum is greatly enhanced by the close links made between subjects and the abundance of opportunities for pupils to work independently and to learn at first hand through practical experience. It is also enriched by a very good programme of visits, visitors and clubs to support classroom lessons. Teachers make very good use of their assessment information to plan the curriculum to meet the needs and interests of all its pupils. The educational action zone contributes well to the curriculum, through provision of funds and good links with other schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|--|
| Leadership and management by the headteacher and other key staff. | Very good overall, with exceptional leadership by the headteacher. Very good support is given by the deputy head and senior teachers. All staff are committed to the headteacher's vision for the school; they work as a team to raise standards and maintain a happy environment. |
| How well the governors fulfil their responsibilities | The governors fulfil their responsibilities well and statutory requirements are met. They take a keen interest in the school and have a clear view of its strengths and weaknesses. Governors support the headteacher and staff well, sharing their commitment to high standards and a happy and caring community. |
| The school's evaluation of its performance | Excellent. The school makes a very detailed investigation into its performance and takes very effective action when any area is identified for development. The procedures for checking quality are extremely rigorous and supported by a strong programme of training for all staff. |
| The strategic use of resources | Resources are extremely well used and the school works hard to obtain extra funding. Forward planning is firmly based on improving provision and standards. The apparently high reserve includes monies already allocated to improvements in buildings and resources. Specific funds, such as those for pupils with special educational needs, are used appropriately and efficiently. |

The high quality of leadership and management of the headteacher has been instrumental in the raising of quality and standards in the school since the previous inspection. She has established a strong team spirit in the school community and an excellent climate for learning, where pupils are happy and confident. The school applies the principle of obtaining best value from its resources very well. It is constantly comparing its success with that of others and examining its own practices to see how improvements can be made. It consults with parents and pupils and all its spending decisions are focused on raising standards through good quality.

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 are very happy at school and become mature and responsible. • The quality of teaching, which results in good progress for their children. • Behaviour is very good. • The school is very well led and has high expectations of their children. • The school is approachable and supportive. • The amount of work pupils do at home. | <ul style="list-style-type: none"> • Information on progress. • Information about how to help with homework, particularly mathematics. • Clarification of how the composition of mixed age classes is decided. |

Parents' views are very positive and the inspectors support all the positive comments made. The inspectors find that with three parents' evenings a year, one open afternoon and a well written report, the school provides good opportunities for parents to discuss their children's progress. Parents can also come into school before the start or at the end of the school day if they have any concerns. Whilst teachers make good use of homework, indeed very good use of it for the oldest pupils, parents are uncertain about when to expect it or return it, although there is a very good example of how this can be done in one class. The school has previously organised an evening workshop in numeracy to help parents understand the methods that are used but only six parents attended. They are to repeat this in the future and hope it will be better supported. The school accepts that it did not give its customary information about selection for mixed age classes this year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well and consistently attain high standards in English, mathematics and science at the end of Years 2 and 6.

1. Pupils enter the reception year with levels of attainment that are, overall, higher than those found in the majority of schools. They achieve very well and by the time they leave the school at age 11, standards in English, mathematics and science are well above average. These high standards have been maintained for several years and are reflected in the results of national tests at the end of Years 2 and 6. Results are much higher than those nationally and compare favourably with those of schools with a similar proportion of free school meals. They have improved since the previous inspection, particularly in reading and mathematics in Year 2 and science in Year 6. The school meticulously analyses the results of national tests and end of year tests in great depth, to look for areas that could be improved. For example, in reading at Year 2 the school recognised that many pupils, particularly those with English as an additional language, found difficulty in understanding the deeper meanings of texts and has worked hard to improve pupils' comprehension. This has increased the proportion of pupils who are attaining a higher level than that expected for their age. In science, the school identified that pupils needed more opportunities to observe and investigate for themselves and provided these, resulting in higher standards.
2. Pupils achieve very well because of the quality of teaching and the use made of assessment information. Groups and individuals are identified for additional support or extra challenge in their work and very good provision is made for them. Pupils who are lower attainers, or have special educational needs, are supported effectively by well-informed classroom staff. They make good progress towards their clearly defined personal learning targets. All pupils have personal learning targets in English and mathematics and those who are higher attainers have very challenging targets, which are closely monitored to check that they are making the progress of which they are capable. Pupils who have English as an additional language are closely monitored to ensure that they make good progress. Their test results are thoroughly investigated to check that each group achieves as well as pupils of white UK heritage. Those requiring additional help with English are supported effectively by a specialist teacher.
3. In 2002, results in the national tests were lower than in previous years in writing at Year 2, and in all three subjects at Year 6, because of natural yearly variations. There were fewer higher attaining pupils in both year groups and it is noteworthy that, despite this, Year 2 reading and mathematics results both improved because of the action the school had taken on areas it had identified for development. In Year 6, the results were also adversely affected by the fact that a group of higher attaining pupils left the school during that year. School records show that those who remained in the school had made at least good progress through Years 3 to 6.
4. In the reception class, pupils make good progress in personal, social and emotional development, communication, language and literacy and early mathematics. By the time they enter Year 1, ready to begin work on the National Curriculum, almost all achieve the levels expected for their age and many exceed them, particularly in their oral work, reading, writing and mathematics and in their personal development.
5. Pupils are attentive listeners and learn to respect others' points of view. A high priority is placed upon oral work, with a sharp focus on understanding and using correct terminology in all subjects. Pupils develop a rich vocabulary, speak clearly and put their views across very well. They display a high level of confidence in speaking aloud and take part in role-play with great enthusiasm, using dramatic expression in their voices. Pupils are very confident in sharing their feelings and opinions when discussing issues that affect their lives. They read very well and develop a love of books. At the end of Year 2, pupils read fluently, responding to the punctuation in a sentence by pausing or changing the tone of their voices appropriately when they see, for example, an exclamation mark. By Year 6, pupils apply very good expression to interest their audience when reading aloud. Their very good skills help them in their learning across the whole curriculum, such as when completing research in individual topic studies, in books or on computers. Pupils read technical language

confidently and are selective in the information they use in their own work. By the end of Year 6, most pupils write at good length in a wide range of styles, structuring their work well and using their rich vocabulary to make their work interesting. They take pride in their handwriting, which is neat and well presented, and standards of punctuation and spelling are very good. Pupils apply their skills well in other subjects, in reports, instructions and note taking and through stories and poetry. All pupils have good opportunities for using computers to record and enhance their writing.

6. In mathematics, pupils have good understanding of the four methods of calculation and apply these well in solving problems, such as when using money or collecting scientific data. Their work is much enhanced by their opportunities to use computers. They are confident about entering data into databases, producing a range of different graphs and extracting information from them. Pupils have good knowledge of shapes and measures and complete their work with a good degree of accuracy. They apply their numeracy skills well in other subjects. For example, in design and technology they measure accurately when planning and making their products.
7. In science, pupils have abundant opportunities to observe and investigate for themselves and have a very good understanding of how to organise their work. At the end of Year 2, pupils know that they need to make tests fair and, by Year 6, most have a very good understanding of how to set up a fair test. They know that tests should be repeated to ensure accuracy and that only one of the test conditions can be changed if further investigation is needed. Teachers are very good at asking questions to make pupils think about what they are doing and why and this encourages pupils to develop their scientific thinking. Pupils observe very carefully and record their findings in a range of ways appropriate to their tasks. For example, they construct tables to record their findings and measurements and write out reports using scientific structures. Pupils have very good knowledge of all aspects of science. For example, they know:
 - that plants and animals are interdependent and can adapt to their environments;
 - how materials combine together in mixtures and solutions and identify how to separate them by a range of methods such as filtration and evaporation;
 - that forces, such as electricity and gravity affect materials and living creatures.

Standards in science have improved because of the skilled teaching and much improved opportunities for independent work.

8. Standards in information and communication technology (ICT) have improved greatly since the previous inspection. At the end of Year 6, pupils are now working at the levels expected for their age and standards are average, but pupils in all year groups are making rapid progress and there are indications that standards are continuing to rise. This improvement is as a direct result of improved resources and teacher expertise. The school has made very good use of funding and training for the school's initiatives from the local educational action zone (EAZ) and government grants to raise standards.
9. Parents are very happy with the standards and the progress their children make and are particularly pleased that this is achieved without them feeling any pressure.

Teaching is good throughout the school and very good for the older pupils, which is why pupils achieve so well.

10. The good quality of teaching throughout the school is the reason that pupils achieve very well. It improved since the previous inspection because of an extremely rigorous programme to check the quality of teaching and learning and the subsequent provision of training for the whole staff and for individual teachers. Effective staff selection procedures have also ensured that new members of staff are of the calibre required. The unsatisfactory teaching noted in the previous inspection has been rectified and all the weaknesses identified have been addressed.
 - Teachers now plan with clear learning targets for each lesson;
 - pupils are much more independent and have many more opportunities to take responsibility for their own learning;
 - teachers make very good use of ICT;
 - oral feedback and marking are used very well to inform pupils about their work;

- good use is made of homework to support learning.
11. Teaching for the children in the reception year is good. Staff work well together in planning a good curriculum and there are more opportunities for children to work independently than at the previous inspection. There is a high priority on pupils' personal, social and emotional development and literacy and numeracy skills. Staff have a sound understanding of the needs of young children and plan lessons that provide an interesting range of practical experiences. For example, after studying a book about The Three Bears' House in a literacy lesson, a group of children re-enacted the story in the outdoor play area, whilst others listened to a story tape, practised writing, played word matching games and used the computer.
 12. Teaching in Years 1 and 2 is good overall and sometimes very good. That in Years 3 to 6 is very good overall, particularly in the two older classes. There have been unforeseen staffing changes in the teaching in Year 3 and 4, but the school has applied its selection and monitoring procedures well to maintain the quality it requires. Relationships between teachers, other classroom staff and pupils are very good and staff promote pupils' self-esteem effectively. Teachers assume that pupils will concentrate on learning and behave well and pupils respond to this positive approach very well.
 13. Teachers have a clear focus on helping pupils to achieve well in English, mathematics and science. The teaching of the basic skills of literacy and numeracy is especially good. Teachers have very high expectations of their pupils. They plan interesting lessons, with many opportunities for pupils to work independently, sometimes on subjects of their own choice. Clear lesson targets are shared with pupils so that they know what they are to learn and instructions are clear so that they know what to do and therefore settle to work quickly. This is an improvement since the previous inspection when it was often unclear what pupils were to learn. Lessons often inspire pupils to work very hard and develop a keen interest in the topic because of the variety of practical methods that teachers employ. Teachers set a lively pace, making very good use of their resources, particularly those for ICT. At the end of lessons, time is used effectively to share work and assess what has been learned. For example, in a Year 6 science lesson on solutions, the teacher made good use of a team quiz game to assess pupils' learning.
 14. Teachers keep detailed records of their pupils' achievements and use the information very well to make sure that work is planned to meet the needs of all pupils, including those who are lower or higher attainers. They plan effectively for the needs of gifted or talented pupils through independent learning opportunities and thinking skills lessons. Teaching for those pupils with English as an additional language is very good and teachers ensure that they fully understand the teaching points of lessons, providing additional support where needed. Planning and support for those who have special educational needs or who are lower attainers is very good. It enables them to work in small groups, or alongside other pupils, on the same topics at their own level. They take a full part in lessons and their contribution is valued, which promotes their self-esteem well.
 15. There was insufficient teaching of ICT at the time of the previous inspection; teachers did not provide for the full range of the curriculum and standards were low. Teaching of ICT is now one of the school's strengths and teachers plan for its use across the whole curriculum. This is promoting rapid progress and, although standards are now average, they are continuing to rise. This is because of the training teachers have received and the way they have committed themselves to planning not only for pupils to use computers, but also to use them themselves as effective teaching tools. Planning is computerised and teachers make very good use of interactive whiteboards to give their introductions and explanations. This engages pupils' interest and they begin to understand how powerful ICT is as a means of communication.
 16. At the time of the previous inspection, teachers did not give pupils enough information about how well they had done their work or how they might improve it, either orally or in their marking. There has been significant improvement and very good oral feedback is given throughout lessons. Pupils are frequently involved in evaluating their own work and that of others. Marking is very good and informs pupils of their success and what they need to do to improve. In Year 6, pupils receive very detailed written reports of each aspect of their oral presentation. Targets are shared with pupils, either in their books or on a card in front of them as they work and teachers remind pupils of these and regularly review them in discussion with pupils.

17. Teachers make good use of homework to support learning in the classroom and the policy of encouraging the oldest pupils to organise their own homework timetable promotes their sense of responsibility very well. Parents are happy about the amount of homework given in each age group, but would welcome more information about when to expect it and return it, although the pupils in the Year 4/5 class have very good guidance on this. Parents also say they would like more guidance on how to help, particularly with mathematics. However, when the school organised a workshop for parents for precisely this purpose last school year, only six attended. Another is to be held this year and the school is hoping that more parents will be able to attend.

Leadership and management are very good and have promoted rapid improvement and the high standards.

18. The leadership and management of the school are at the heart of its success. The headteacher is an exceptional leader who has a strong commitment to high standards and the development of pupils' independence in learning, within a stimulating and supportive environment. The very efficient way in which she manages and organises the school and its resources is a significant factor in the school's success. She had been in post only for a short while at the time of the last inspection and, since then, has led many impressive improvements in the school. The way that the school has addressed the issues of the previous inspection, turning most into strengths, is because of her insight and rigour. She has built a strong and enthusiastic staff team, sharing her commitment and she ensures that they have the expertise and the time to fulfil their roles. As a result, the deputy head and subject managers have a clear overview of their subjects and are very effective in promoting improvements.
19. There are very effective systems of evaluating the quality of the school's teaching and learning and necessary training and resources are provided. The very detailed analysis of the school's performance in national tests gives a clear focus to planning for improvements that benefit all groups of pupils. Rigorous monitoring of how each and every pupil is progressing throughout the school, together with the good quality of support provided for those who need it, ensures that pupils achieve very well. Good use is made of the local education authority consultants and the expertise within the EAZ to improve practice.
20. The governing body works very hard to fulfil its responsibilities. Governors fulfil their statutory duties and manage the school very well, sharing the commitment of the headteacher and staff to high standards in the context of a caring and happy community. They compare standards carefully with those of other schools, understanding the school's strengths and knowing what it needs to do to improve. They are closely involved with the school's strategic planning, which has much improved since the previous inspection. It was insufficiently detailed and evaluated then, but is now a sharply focused working document that drives the school forward. Financial planning is very efficient and is tightly linked to the schools' improvement plan. The school actively seeks additional funding to support improvements, which means that it can spend more than most schools on its pupils. There is a sizeable amount of money carried forward to the next financial year but much of this has already been allocated to work on the building and to additional resources, such as the interactive whiteboards in each classroom. Specific funds allocated for the pupils with special educational needs and the grants from the EAZ are targeted very carefully to secure improvements and enrich pupils' learning. The staff and governors work very hard to ensure that they get the best value that they can for their pupils.

The school provides very well for the needs and interests of all its pupils through an exciting curriculum, which promotes a high degree of independence in learning.

21. The curriculum for the children in the Foundation Stage is good, with a good emphasis on speaking and listening, literacy, numeracy and children's personal, social and emotional development. Children enjoy their lessons and their opportunities to choose their own activity. The curriculum for their physical development has recently been improved by the addition of a secure outdoor area, with a safety surface, where they can work and play safely. Resources for this area are currently being extended and a covered area is planned.
22. The curriculum for pupils in Years 1 to 6 is broadly based and very well balanced. It celebrates the school's ethnic diversity and provides very well for the needs and interests of all groups of pupils. At

the time of the previous inspection, there were not detailed long term plans (schemes of work) for every subject to support teachers in their planning. Staff have worked hard since then to prepare a well structured programme of work for each subject. They recognise that, although the schemes of work for music and physical education are satisfactory, they are not as strong as those in other subjects and are now being reviewed. Curriculum planning is very effective in providing interesting, often exciting, lessons that develop pupils' skills progressively. It meets the needs and interests of pupils in each year group, including those in the mixed age classes. The school is particularly proud of the way that history is taught through a practical approach, enhanced by a good programme of activities outside the classroom. Teachers identified that science was the only subject that could not be taught as well as they would like in the mixed age classes and the school changed its practice and employed additional staffing so that it could be taught in single year groups. This is being very effective in raising standards.

23. At the time of the previous inspection, the curriculum for ICT did not meet statutory requirements and standards were too low. A very good action plan, support by funding from the EAZ, as well as the school's national funds for ICT development resulted in the purchase of good quality resources and a good programme of training for teachers. This has been so effective that the new curriculum is being taught very well and ICT is being incorporated into all subjects wherever possible. Pupils benefit significantly from a learning programme, known as OILS, developed through the EAZ. This also enriches learning in English and mathematics. The curriculum is further enhanced by computer clubs, including one for pupils who do not have a computer at home and another for those with no Internet access. Pupils are encouraged to use computers at breaktimes and in their home topic studies.
24. Pupils did not have enough opportunities to learn for themselves at the time of the previous inspection. The school now places a very high priority on getting pupils to work independently and think for themselves, and this is now a strength of the curriculum. To this end, frequent 'Brain Gym' sessions are incorporated into the curriculum and this year a 'Thinking Skills' programme, introduced previously in Years 4 and 5, is being extended to other year groups. By Year 6, pupils are very confident about organising their own work, including their own homework. Home topics provide the oldest pupils with an opportunity to work on topics of their own choice, such as 'squirrels' and 'space', mostly as homework, but also in weekly lessons. Pupils are extremely enthusiastic about these topics and work on them for extended periods, carrying out research and choosing how to present their work. They accept the responsibility for these decisions maturely and organise themselves very well, which contributes significantly to their personal development. Class presentations provide very good opportunities for pupils to give a talk on a subject that interests them and then answer questions from their classmates.
25. Very good links are made between subjects so that pupils see how they relate together. For example, Year 2 pupils, studying the seaside in geography, wrote seaside poetry in English, collected mathematical data about holiday venues, which they converted into graphs produced on computers and created attractive paintings of the seaside. There is a multitude of opportunities for pupils to develop their thinking, speaking and listening skills through role-play and drama in other subjects. For example, Year 4 and 5 pupils re-enacted the heated discussions taking place in a Viking village enthusiastically and then took part in a village meeting to resolve the problem. Pupils' writing is enhanced by many opportunities to apply their skills in other subjects, such as history and science, creatively and factually. For example, when studying the Ancient Egyptians, pupils wrote creatively to the title "Get Me Out Of This Tomb".
26. The curriculum is greatly enriched by a wide range of visits and expert visitors, such as authors, illustrators and scientists, which bring learning to life for pupils. For example, when studying a Midsummer Night's Dream, pupils took part in a workshop provided by professional actors and then visited the local theatre to watch the same actors perform. A team of 'Vikings' visits the school to enrich pupils' learning in history and specialist sports coaches support work in physical education. Good use is made of local historical and geographical sites, such as Shibden Hall, which develop interest in pupils' environment. A good range of out-of-lesson activities also enriches learning, such as the choir, computer, chess and drama clubs.
27. There are strong links with the community and with local schools, particularly through the EAZ, which provide very good opportunities for curriculum development and teacher training. A good

programme for personal, social, citizenship and health education is supported well by the community and the EAZ in a Healthy Schools project.

The school provides very well for pupils' personal development, which results in very good attitudes and high standards of behaviour.

28. Provision for pupils' personal development is very good and contributes significantly towards achieving the school's aim that it will "*provide a safe, happy and caring community in which children show respect and understanding for themselves, others and the environment, in order that they become caring and responsible members of society.*" All members of the school community are valued and cared for very well. Relationships within the school are very good and it promotes an excellent model of racial harmony. Pupils respond with enthusiasm to the stimulating lessons that teachers plan and enjoy their work. They listen carefully to each other and are sensitive when evaluating others' work. Above all, pupils are happy in their school and confident in the staff, showing respect to all.
29. Spiritual development is very good and much improved since the previous inspection. Pupils develop a good understanding of their place in the school and wider community. Changes have been secured by attention to planning for development across the whole curriculum and there are many opportunities in lessons for pupils to develop a growing wonder at their world and consider their place in it. For example, in a science lesson, Year 2 pupils explored balloons filled with water and with ice and talked about the differences between them, expressing amazement as they know that both are actually water. Pupils develop a respect for the feelings, beliefs and values of others and for themselves because all are valued. Success is celebrated in whole school acts of collective worship and in many attractive displays of good work. Regular class meetings, (Circle Times), are very well used to discuss issues affecting pupils' lives and help them understand the role they play in events. For example, Year 6 pupils discuss reasons for conflicts with parents and how they should try to resolve these through rational discussion, rather than confrontation.
30. The provision for pupils' moral and social development is excellent and makes a strong contribution to community harmony. A strong moral code underpins the school's behaviour policy; pupils understand the school rules and know what is expected of them. Resultant standards of behaviour are high. The positive and relaxed way in which teachers manage their pupils promotes mutual respect between adults and pupils and successfully promotes very good attitudes to school. Pupils become increasingly aware of their personal and social responsibilities and relate to each other in a mature way. Older ones are eager to help younger ones, such as by taking responsibility for supporting them in the playground in "The Playground Squad". There are many opportunities for pupils to take responsibility for their own learning and to collaborate in group work, sharing ideas and resources. Pupils work together constructively, with older pupils making decisions about their roles in the group. For example, in a Year 6 science lesson pupils decided who would be responsible for organising resources, measuring, timing and recording their test. Pupils learn to understand how communities are run, such as by holding a 'mock' council meeting to discuss proposed local developments and having a secret ballot on the proposals. Pupils accept responsibility for others less fortunate than themselves through a programme of charity work. For example, they raise money to improve life for a child in India. A school council allows pupils in all year groups to have a say in what happens in their school. Pupils, and their parents, are sometimes consulted about their feelings about different aspects of school life through questionnaires. Both initiatives have a positive impact on school life.
31. Cultural development is very good and celebrates the wide variety of cultures within the school. A range of visitors such as artists, musicians and authors enrich the curriculum in art, music and drama, thus enhancing pupils' knowledge of various cultures. For example, a Shakespearean theatre group and an African drummer visit the school to hold workshops and performances. Many visits are made to local centres, such as the library and theatre in Halifax, to see live performances or exhibitions.
32. Overall, the very good quality of relationships and pupils' positive attitudes are strengths of the school and contribute significantly to the high standards achieved.

WHAT COULD BE IMPROVED

There are no major issues for the school to improve upon.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Whilst the school has no major issues to consider, it should clarify the arrangements for mixed age classes and homework with parents, whilst working on its own improvement programme.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

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

11

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 3 | 5 | 8 | 0 | 0 | 0 | 0 |
| Percentage | 19 | 31 | 50 | 0 | 0 | 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 six percentage point.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

| | |
|---|-----|
| Number of pupils on the school's roll (FTE for part-time pupils) | 177 |
| Number of full-time pupils known to be eligible for free school meals | 6 |

FTE means full-time equivalent.

Special educational needs

YR – Y6

| | |
|---|---|
| Number of pupils with statements of special educational needs | 2 |
| Number of pupils on the school's special educational needs register | 6 |

English as an additional language

No of pupils

| | |
|---|----|
| Number of pupils with English as an additional language | 20 |
|---|----|

Pupil mobility in the last school year

No of pupils

| | |
|--|---|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.2 |
| National comparative data | 5.6 |

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 |
|--|------|------|-------|-------|
| | 2001 | 12 | 13 | 25 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 12 |
| | Girls | 11 | 11 | 12 |
| | Total | 23 | 23 | 24 |
| Percentage of pupils at NC level 2 or above | School | 92 (96) | 92 (100) | 96 (96) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 12 |
| | Girls | 11 | 11 | 11 |
| | Total | 23 | 23 | 23 |
| Percentage of pupils at NC level 2 or above | School | 92 (100) | 92 (96) | 92 (96) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 10 | 10 | 20 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 19 | 18 | 20 |
| Percentage of pupils at NC level 4 or above | School | 95 (100) | 90 (91) | 100 (100) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 16 | 16 | 20 |
| Percentage of pupils at NC level 4 or above | School | 80 (82) | 80 (91) | 80 (86) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

The separate results for boys and girls in Key Stage 2 are not indicated because of the small numbers in each group in that year. This is to comply with legal requirements for confidentiality, which protect individual pupils from being identified.

Exclusions in the last school year

Ethnic background of pupils

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 112 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 5 | 0 | 0 |
| Mixed – White and Black Caribbean | 3 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 4 | 0 | 0 |
| Mixed – any other mixed background | 1 | 0 | 0 |
| Asian or Asian British - Indian | 2 | 0 | 0 |
| Asian or Asian British - Pakistani | 15 | 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 | 2 | 0 | 0 |
| Black or Black British – African | 1 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 2 | 0 | 0 |
| Any other ethnic group | 4 | 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) | 7.4 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 29 |

Education support staff: YR – Y6

| | |
|---|-------|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 120.5 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2001/02 |
| | £ |
| Total income | 414560 |
| Total expenditure | 400102 |
| Expenditure per pupil | 2299 |
| Balance brought forward from previous year | 28783 |
| Balance carried forward to the next year | 43241 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 2 |

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 177 |
| Number of questionnaires returned | 35 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 60 | 40 | 0 | 0 | 0 |
| My child is making good progress in school. | 51 | 34 | 0 | 0 | 14 |
| Behaviour in the school is good. | 34 | 60 | 0 | 0 | 6 |
| My child gets the right amount of work to do at home. | 31 | 57 | 6 | 0 | 6 |
| The teaching is good. | 51 | 37 | 6 | 0 | 6 |
| I am kept well informed about how my child is getting on. | 17 | 51 | 17 | 3 | 11 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 40 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 43 | 49 | 3 | 0 | 6 |
| The school works closely with parents. | 20 | 46 | 23 | 3 | 9 |
| The school is well led and managed. | 51 | 40 | 0 | 0 | 9 |
| The school is helping my child become mature and responsible. | 40 | 54 | 3 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 26 | 56 | 12 | 0 | 6 |

Care should be taken when interpreting the above figures as only 20 per cent of parents returned the questionnaire, so each response equals 5 per cent of the total.

NB. Figures may not total 100 because of rounding