

# INSPECTION REPORT

## **STAINCLIFFE CE JUNIOR SCHOOL**

Batley

LEA area: Kirklees

Unique reference number: 107710

Headteacher: Mr Paul Spencer

Reporting inspector: Dr Brian Male  
14906

Dates of inspection: 16-19 June 2003

Inspection number: 246707

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:	Church of England controlled
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Staincliffe Hall Road Staincliffe Batley
Postcode:	WF17 7OX
Telephone number:	01924 326756
Appropriate authority:	Governing body
Name of chair of governors:	Fr David Carpenter
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14906	Dr Brian Male	Registered Inspector	History Geography	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve?
19419	Mrs Susan Boyle	Lay Inspector		Attitudes, values and personal development How well does the school work in partnership with parents?
2893	Mr John Manning	Team Inspector	English Information and communication technology Design and technology	How well does the school care for its pupils?
3942	Mr Keith Sanderson	Team Inspector	Science Religious education Physical education	How good are the curricular and other opportunities offered to pupils?
32103	Mrs Jane Wheatley	Team Inspector	Mathematics Art Music	
18849	Mr Terry Mortimer	Team Inspector		What provision does the school make for pupils for whom English is an additional language?

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RP

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This large Church of England junior school takes pupils from seven to 11 years old, and is maintained by the Kirklees Metropolitan Council. At the time of the inspection there were 325 full-time pupils in 12 classes. Many pupils start school with standards of attainment well below those usually found. The percentage of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils identified as having special educational needs is in line with the national average. There is a very high proportion of pupils from ethnic minorities and for whom English is an additional language. These proportions have increased significantly over recent years.

### **HOW GOOD THE SCHOOL IS**

This is a improving school where pupils make good progress and attain standards above those of similar schools. The standards in school are higher than the scores in national tests. Pupils' attitudes to school are very positive and they are keen to learn. Behaviour in class is good, but the school's approach to behaviour needs to be more consistently positive. The quality of teaching is satisfactory overall with a significant amount of good teaching, although expectations could be still higher. There is very good support for pupils for whom English is an additional language. Relationships with parents need strengthening. The headteacher provides strong leadership and a clear educational direction. The school provides good value for money. The school is to be complimented on successfully promoting a high degree of racial harmony.

#### **What the school does well**

- Pupils make good progress across the school and standards of attainment are above those in similar schools.
- Pupils behave well and have very good attitudes to school.
- The school makes very good provision for pupils for whom English is an additional language.
- The school provides a good learning environment.
- There are very good procedures for assessment and monitoring pupils' progress.
- The headteacher provides strong leadership for the school.
- There is a high degree of racial harmony.

#### **What could be improved**

- There could be more focus on raising standards through speaking and listening.
- There could be higher expectations in some lessons and more opportunities for pupils to work independently.
- The school's approach to behaviour management could be more consistently positive.
- The partnership with parents could be strengthened.
- The governors need to improve their recruitment and retention of parent governors.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in January 1998 and has made good progress since then during a period in which the intake of the school has changed significantly. Standards of attainment and behaviour have been broadly maintained during a time when the proportion of pupils for whom English is an additional language has tripled. Pupils' attitudes have improved. The quality of teaching has remained satisfactory overall but the proportion of good teaching has improved. In terms of the key issues raised, support for pupils with

special educational needs has been improved, assessment procedures have improved significantly, and standards have been raised in foundation subjects.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	E	E	D	well above average A above average B average C below average D well below average E
Mathematics	D	E	E	D	
Science	E	D	E	D	

The school's scores in national tests for Year 6 pupils in 2002 were well below the national average in English, mathematics and science. These scores were below the average of similar schools. These scores are not reflected in the standards seen in school which are much higher. Standards are below the national average in English and science, and in line with that average in mathematics. These standards are above those of similar schools. Part of the reason for the difference is that standards are rising, and part that these particular pupils do not perform well in the set tests. The performance in tests is affected by the proportion of pupils for whom English is an additional language. Standards are generally in line with those usually found in all other subjects. It was not possible to see sufficient physical education lessons for a judgement to be made.

Pupils for whom English is an additional language make particularly good progress. Pupils with special educational needs make appropriate progress in terms of their targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They take a lively interest in their lessons and are keen to learn.
Behaviour, in and out of classrooms	Pupils mostly behave well in class, and the behaviour of the older pupils is particularly good. Behaviour in the playground and around school is generally satisfactory, but not as good as in class. Staff need to be more consistently positive in their approach to behaviour management.
Personal development and relationships	Pupils generally work well together in class and often co-operate well. Relationships out of class are not so strong and there are some incidents of aggressiveness to others.
Attendance	The rate of attendance is generally satisfactory, and most pupils arrive in time for lessons.



## TEACHING AND LEARNING

Teaching of pupils in:	Years 3-6
Quality of teaching	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 quality of teaching is satisfactory overall, and is good in a significant number of lessons, particularly for the older pupils. There is some very good teaching and a small number of lessons were unsatisfactory. Support for pupils for whom English is an additional language is particularly strong. Where teaching is best, there are high expectations of pupils' attainment, and a high level of challenge in lessons. In these lessons, pupils are engaged in a range of practical activities and given opportunities to reflect on and discuss what they are learning. In the small number of unsuccessful lessons, the expectations were too low for sufficient learning to take place.

In some lessons where teaching is generally satisfactory, the expectations and pace of learning could be higher. There is a great emphasis on written work within lessons, but pupils do not always have sufficient opportunity to discuss matters and so develop their spoken language sufficiently to improve the quality of their writing. Not all lessons give pupils sufficient scope to develop their own methods and explore ideas as required by the National Curriculum.

The teaching of literacy and numeracy is generally effective. There is appropriate support for pupils with special educational needs.

The pace of learning is good overall, and is best in those lessons where expectations are highest. Almost all pupils work hard and are keen to do well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with good enhancement from a programme of visits and visitors. There could be a greater focus on speaking and listening and on giving pupils more independence in learning. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	The school makes appropriate provision for these pupils. Individual education plans vary in quality with some particularly good. There is an appropriate level of support for learning, but work does not always focus well on the individual targets.
Provision for pupils for whom English is an additional language	There is very good quality support for these pupils. Support staff work very well with class teachers and make a significant contribution to learning. The quality of teaching within the support programme is often very good.
Provision for pupils' personal development, including spiritual, moral, social and cultural	There is good provision for pupils' social and cultural development, and satisfactory provision for spiritual and moral development. The personal development programme needs to be stronger in order to address some of the issues of relationships.

development	
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How well the school cares for its pupils	There are very good arrangements for assessing pupils' attainment and tracking their progress. Arrangements for ensuring pupils' health, safety and welfare are good.
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The school is developing its partnership with parents but at the moment few help in school and their contribution to learning is limited.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership for the school and has a clear vision for its development. He has already introduced a range of improvements that are impacting on standards. Co-ordinators manage their subjects effectively. Support for pupils for whom English is an additional language is very well managed. The special needs co-ordinator provides good leadership, but the management of support needs strengthening.
How well the governors fulfil their responsibilities	The governing body is well led by a caring and supportive chair. It has a good overview of the school, and takes an appropriate interest in its work. There has been difficulty in recruiting and retaining parent governors, and this does not allow governors to be fully representative of the community.
The school's evaluation of its performance	The school has some very effective systems for monitoring and evaluating its performance. Pupils' progress is tracked, and attainment is analysed rigorously. Lessons are monitored and curriculum developments evaluated. This is enabling the school to be more precise in its targets and to identify the appropriate actions to promote high standards.
The strategic use of resources	The school has managed its budget effectively and has been very successful in obtaining extra funding from a variety of grant sources. The school's finances are well administered, and the principles of best value are observed.

The school is well staffed with teachers and teaching assistants. The school building has been added to and extended since it was built in 1869, and offers a good amount of accommodation that has been developed well. The new library is a particularly valuable development. The grounds are particularly spacious and there are plans for their development. The level of resources is generally adequate.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents were generally supportive of all aspects of the school. They were particularly supportive of the headteacher, and pleased by the high degree of racial harmony.</li> </ul>	<ul style="list-style-type: none"> <li>There is no area where a significant number of parents would like to see improvement.</li> </ul>

Parents were supportive of the school in their replies to the questionnaire and at the meeting with inspectors, and hold the headteacher in high regard, but many feel that the school's

partnership with parents could be stronger, and that the school could be more open and welcoming.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The standards attained by the pupils are far higher than their scores in national tests. The reason for the difference is partly because standards are rising, and partly because these particular pupils do not perform well in the set tests. This in turn is partly due to the proportion for whom English is an additional language.
2. Inspection evidence indicates that standards of attainment by the end of Year 6 are in line with the national average in mathematics and below the national average in English and science. Within English, standards of reading are in line with the national average, whilst standards in writing, speaking and listening are below. Within science, attainment in the knowledge based elements (Attainment Targets 2-4) are in line with the national average, whilst the investigation element (Attainment Target 1) is below.
3. These standards are likely to be above the average of similar schools in English and science, and well above that average for mathematics. There has been a trend of slowly rising standards over the last three years, and the standards of the present Year 5 pupils indicate that the trend is likely to continue. Because of the disparity between actual standards and test scores, this trend may now show up in the school's scores in national tests.
4. The school's scores in national tests for pupils in Year 6 in 2002 in English, mathematics and science were well below the national average, and below the average of similar schools. This latter comparison takes account of the background of pupils and the high proportion for whom English is an additional language.
5. The standards attained represent good achievement for the pupils. The good progress they make across the school stems from the quality of teaching, especially at the top of the school, the pupils' own positive attitudes to learning, and the quality of support given to those for whom English is an additional language. In many lessons, attainment would be still higher if expectations were raised. In some cases, expectations have been lowered by the pupils' relatively poor performance in tests, and not enough account is taken of what pupils can actually do.
6. Standards of attainment are in line with those usually found in all other subjects. Too few physical education lessons were seen for a judgement to be made.

#### *Progress of different groups*

7. Pupils for whom English is an additional language make particularly good progress because of the quality of support they receive from the 'EMA' (ethnic minority achievement) teachers. Pupils with special educational needs make appropriate progress. In some cases the targets on their individual education plan (IEP) are sharp, support is well targeted and progress is good. In other cases the targets are not so sharp, and support does not focus well on specific needs and so progress is slower. The progress of some pupils with a statement of need is hindered because they are not allocated sufficient extra support for those needs to be met. Higher attaining pupils are well catered for and the school has an appropriate programme for assisting gifted and talented pupils. The attainment of boys and girls is in line with national trends.

### *Literacy and numeracy*

8. The strategies for teaching literacy and numeracy are implemented effectively. These enable pupils to reach the national average in numeracy and reading by the end of Year 6. Even though overall standards in writing are below the national average, this is good achievement taking account of pupils' starting point and the proportions for whom English is an additional language.

### **Pupils' attitudes, values and personal development**

9. Pupils have very good attitudes to school, and older pupils' attitudes are particularly positive. This is an improvement since the previous inspection. They want to learn and to do well, and they are prepared to keep trying even when they find the work difficult. For example, pupils in a Year 5 mathematics lesson had to draw the reflection of a shape using a mirror line. Pupils found this work hard but they persevered until they were successful.
10. Pupils' behaviour in lessons and around the school is good overall. Pupils' courtesy and politeness to adults are exceptionally good. The behaviour in class of the older pupils is often very good. Behaviour at lunchtimes is not as good, but is mostly satisfactory. Lunchtime routines, such as having to line up twice, create situations in which poor behaviour is likely to occur, and it frequently does. Some mid-day supervisory staff tend towards a sometimes overly harsh and confrontational approach when dealing with pupils, and this is not effective. Pupils' behaviour had deteriorated since the previous report, but has improved again more recently. The behaviour policy is having some impact on most pupils, but there are still a small number of pupils who are excluded from school.
11. Pupils' personal development is satisfactory. Pupils are extremely friendly and keen to talk with visitors. Older pupils are very vigilant when carrying out their various responsibilities around the school, although it is noticeable that many of the responsibilities are undertaken by girls. Relationships are generally satisfactory. There is a high degree of racial harmony with pupils from different ethnic backgrounds playing and working together. Pupils work well with each other in class, but outside in the playground pupils do not always behave in ways that are appropriate. Some of the play is rough, and some pupils tend to use aggression to sort out disputes. However, incidents of bullying are rare and the school deals with them well.
12. Attendance rates are satisfactory. Over recent years the number of pupils taking extended holidays abroad has increased and this has had an inevitable impact on attendance rates, which last year were well below average when compared to similar schools. However, the school has been working hard to encourage all pupils to attend and rates this year have risen slightly. Pupils arrive punctually for school, but sometimes pupils take overly long to get from the playground to lessons. Some of the inappropriate play mentioned above sometimes spills over into the classroom and further delays the start of lessons.

### **HOW WELL ARE PUPILS TAUGHT?**

13. The quality of teaching is satisfactory overall, and is good in a significant number of lessons, particularly for the older pupils. Of the lessons seen, a tenth were very good, a third good, a half satisfactory, and a small number unsatisfactory. Support for pupils for whom English is an additional language is particularly strong. The teaching

of English is good overall, and the teaching of all other subjects is at least satisfactory, with some good teaching in music. Too few geography or physical education lessons were seen for a judgement to be made.

14. Where teaching is best, there are high expectations of pupils' attainment, and a high level of challenge in lessons. In these lessons, pupils are engaged in a range of practical activities and given opportunities to reflect on and discuss what they are learning.
15. For example, in a very good Year 6 geography lesson, pupils considered a recent article in the local newspaper about violence on their own estate. They discussed this in pairs and small groups considering why people might act in such a way and what the community might do in response, putting forward some very thoughtful suggestions. The opportunity for discussion allowed them to take account of others' views, develop their own ideas and also to extend their speaking skills. The whole-class 'plenary' session brought the ideas together well and set them in the geographical context, and allowed pupils to understand some of the links and relationships that affect the environment and so attain the higher level (Level 5).
16. A very good Year 5 mathematics lesson on the translation of shapes on a grid also gave pupils opportunities to discuss and explain to fellow pupils what they were doing. This deepened their understanding effectively as well as extending their spoken language well. A very good Year 6 design and technology lesson in which pupils designed a sun hat gave pupils very good scope for independence, discussing their ideas and working out their own strategies to overcome problems such as how to cut out four equilateral triangles. This allowed them to attain the higher level (Level 5) where pupils are expected to "clarify their ideas through discussion". This also linked well to their mathematics topic.
17. All of these lessons also set a high challenge to the pupils. They built well on previous learning, and allowed them to attain the higher level expected for the age group.
18. In some lessons where teaching is generally satisfactory, the expectations of attainment and the pace of learning could be higher. In many of these lessons, teachers spent too long explaining processes and procedures to pupils rather than letting them get on with practical tasks. In many cases the pupils knew full well what was expected of them long before the explanation was over, and in other cases it was only after a pupil had practical experience of the task that the explanation made sense.
19. Expectations are sometimes too low because they are based on the pupils' scores in national tests. This means that pupils are sometimes asked to do work that they have already mastered and continue with a topic after they are ready to move on to the next stage. There are occasions when pupils' spoken English makes it difficult for them to convey their knowledge and understanding. Most teachers are sensitive to this and recognise the underlying level of attainment, but there are times when teachers do not recognise the level of understanding that a pupil has attained. In the small number of unsuccessful lessons, the expectations were too low for sufficient learning to take place.
20. There is a great emphasis on written work within lessons, but pupils do not always have sufficient opportunity to discuss matters and so develop their spoken language sufficiently to improve the quality of their writing. The best lessons are those which give such opportunities. In some cases the emphasis on written work allows pupils to

extend their writing skills, but in too many cases the writing task adds nothing to pupils' understanding of the subject in question. This is particularly the case in personal, social, health and citizenship (PSHCE) lessons where there is much more written work than usual.

21. Many lessons, although otherwise satisfactory, are directed very tightly by the teacher and do not give pupils sufficient scope to develop their own methods and explore ideas as required by the National Curriculum. For example, the learning objective of an art lesson was for pupils to select the most appropriate medium to create a particular effect, but they were told exactly what to do and given no choice at all.
22. Most teachers have good strategies to encourage pupils and to raise their self-esteem, but there are occasions when some teachers are not sensitive to pupils' situations or do not give sufficient recognition to pupils' efforts or answers, for example, when they are incorrect.
23. The teaching of pupils with special educational needs is generally appropriate. It has already been reported that progress is dependent on the sharpness of targets on individual education plans. The effectiveness of teaching of these pupils is also dependent on these targets actually being addressed during lessons. In some cases, they are not addressed even when extra specialist support is being given. The support for pupils with a statement of need is generally appropriate, but in some cases there is not sufficient extra support for their needs to be met, and in other cases the activities being supported are not always appropriate for the pupil's needs.
24. The specialist teaching of pupils for whom English is an additional language is very good overall. There is a clear structure for assessment and targeting teaching to particular needs. Support for individuals and groups is of a very good quality, and the practice of class and EMA teachers jointly teaching lessons is often very effective. There has been a discontinuity with previous practice as pupils come into Year 3 from the infant school, particularly in terms of dual language teaching, but steps are already being taken to bring practice into line.

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

### **The curriculum**

25. The curriculum is broad and balanced and the quality of learning opportunities is satisfactory overall, and in some areas good. The school meets statutory requirements for the curriculum.
26. At the time of the previous inspection there were curriculum issues regarding completing schemes of work for English, science and design and technology, and ensuring that religious education lessons took place regularly. These issues have been addressed. The school has effective planned programmes of work, and religious education is now taught on a regular basis.
27. The school has undertaken a thorough review of how it uses curriculum time. Emphasis is placed on teaching the core skills of literacy and numeracy, particularly literacy, with 75 per cent of pupils having English as an additional language. However, it is mindful of the need to provide a balanced curriculum that gives due time to all subjects. As a result of the curriculum review, changes to the pattern of the school



day have been made and curriculum time is now used more effectively. The Literacy and Numeracy Strategies have been effectively introduced. In literacy, provision for reading is good and is leading to improved standards through school. However, more could be done to promote speaking at length in discussions to help pupils develop ideas for writing. The numeracy strategy is taught effectively, contributing to improving standards in mathematics.

28. The school has extended the usual curriculum successfully through the introduction of Yoga sessions, where pupils have opportunities to interact physically, and to listen to and use expressive, imaginative language. Sex education is taught appropriately through themes linked to science and PSHCE and the governors have a newly reviewed policy. Older pupils experience drugs awareness education through such initiatives as the Figment Theatre Company programme, and 'Spiced', a joint LEA/police initiative. Pupils have the chance to represent their classmates on the School Council. This also needs further development in order to allow pupils to play a full part.
29. The curriculum is enhanced by a good range of out of school activities, including clubs for computer, pottery, nature, netball, football, craft and gardening. The school is working hard to gain Eco-School status. Community links are developing well. Initiatives such as 'Space Project' looking at issues like race origin, rap poetry and racism show the community working together. There are regular links with local churches, and 'Reading Friends' sees adults from the community helping with reading. The school premises are used for a variety of groups and clubs such as parent and toddler groups, Brownies, Guides and courses for parents.

### **Personal development**

30. Provision for pupils' personal development is satisfactory overall.
31. Provision for spiritual development is satisfactory. There is a good emphasis on music that helps pupils to understand and appreciate that there is value beyond the functional. The Yoga sessions are effective because they encourage self-awareness and an awareness of others. The PSHCE programme has strong features, but the lessons are not always as effective as they might be because sometimes too little time is given to them and at other times, time that could be given to allow pupils to speak about feelings is used for writing. In personal and social education, generally there is too much time given to writing and too little time for speaking.
32. Acts of collective worship are sensitive to the needs of pupils' various religious and cultural backgrounds, and of particular note was the joint Christian and Muslim service. Collective worship is used well to promote pupils' moral development. Generally there is a good community feel to collective worship but time spent remonstrating with pupils over their behaviour does tend to detract from the ethos.
33. Provision for moral development is satisfactory. Pupils learn in assembly that they have choices in life, and they explore those choices more fully in lessons. Generally though, there are too few times either in or outside of lessons when pupils are offered alternatives. They know if they misbehave they will have to suffer the consequences, but some pupils are more concerned with being found out than with doing the right thing.
34. Provision for social development is good. There are good opportunities, particularly for the older pupils, to contribute to the day to day running of the school by taking

responsibility for tasks, such as being librarians and overseeing the use of the school at breaktimes. Some pupils help in the dining room, and there are good opportunities to read with pupils from the infant school. There are fewer opportunities for younger pupils, but the School Council is giving those pupils who are councillors the chance to represent the views of their class, and keep the class informed of developments. The councillors enjoy their role and are clear about what they have to do, but there is scope to develop the role further by letting the councillors act as officers, and by giving them greater independence to run the meetings. The dining room arrangements do not effectively support pupils' social development. Pupils are required to line up for too long, the noise levels are high, and the general ethos in which pupils mill around, detracts from what should be a pleasant social occasion.

35. Provision for pupils' cultural development is good. There is a strong emphasis on music throughout the school. Pupils visit places of interest and workshops broaden their experience of dance and poetry. Pupils worked with an artist in residence designing and painting the murals in the school library. There are attractive wall hangings in the hall that celebrate the major world faiths. Pupils visiting abroad, often to the country of their cultural heritage, are given a camera to record the visit which on their return to school is made into an album. This valuing of pupils' culture is very good but there are examples of missed opportunities for this such as, a lesson that looked at different languages but did not touch on any of the languages spoken by the pupils.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

### **Welfare**

36. Procedures for child protection and ensuring pupils' welfare are generally good. Pupils are well supported, and the learning mentor plays an important role in this by following up concerns with home visits if necessary.
37. There is an extensive reward system that encompasses attendance, attitudes and behaviour. Pupils clearly respond to this well but there is sometimes too much emphasis on behaviour for an extrinsic reward and too little emphasis on self-discipline. Behaviour management is inconsistent across the school with some staff very positive in their approach, whereas some, at times, are overly negative and overly harsh. Pupils do not always behave as well as they might towards others, and this is particularly so in the playground. In the programme for personal and social education, pupils learn about relationships but often there is unnecessary writing in these lessons and too little time given to enable all pupils to speak and to really explore their feelings.
38. There are plans to develop the playground to provide more space and more interest. The field play area is not fenced and staff stand on guard at the boundaries. It would be helpful if the school play areas were suitably enclosed. Staff are also deployed to guard the double queues of pupils at the dining room entrance. This deployment of staff is not effective use of time and does not allow the mid-day supervisory staff to give the appropriate supervision and support for pupils.

### **Academic**

39. There have been improvements in the procedures to assess pupils' progress since the last inspection and they are now very good. The school keeps clearly annotated records of the attainment of different ethnic groups and of differences between boys and girls. In English, progress is tracked carefully using test results. Pupils are set

targets and the teachers try to help them to understand what they have to do to improve by clear marking. Pupils with special educational needs are well supported in lessons and notice is taken of the targets in their individual education plans. In foundation subjects and in information and communication technology, assessment is still at an early stage of development. Teachers are starting to use information about pupils' progress more consistently to plan lessons with greater precision for individual needs.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

40. The school recognises the need to develop its relationship with parents and involve them more in its life and work. The present links do not allow parents to play a full enough part in their children's learning.
41. Parents were very supportive in their responses to the questionnaire. However, a good number of parents felt that although the headteacher has brought about many good changes since his appointment, there were still some staff who were not welcoming and were not easy to approach. Staff are not in the playground at the beginning and end of the day, and this is a missed opportunity to build up a relationship with parents.
42. Through links with the neighbourhood enrichment officer, the school has been able to offer several courses for parents that have been well attended. The school intends to develop this to encourage parents to play a more active part in their children's learning. The regular newsletter is attractively presented and is used to give information, albeit scant, on the work children will be doing. Pupil annual reports vary in quality with some having too much emphasis on the work pupils have covered, and too few comments about what pupils can do and how well they can do it. The termly pupil reports have the potential to be very helpful by keeping parents up to date with the progress their child has made, but in their present form they are difficult to interpret. The school listened to parents' initial concerns about the format of the reports, and responded by producing instructions for reading the reports. However, despite this, there are still a significant number of parents who still cannot understand the reports. The school ensures that parents who do not have English as a first language have translated documents and support from the EMA team and the learning support assistants.
43. The Friends of Staincliffe School Association is run by a member of staff and not as a parent teacher association. Parents are keen to be a part of this and the school intends to develop this with the full involvement of parents. Many parents help their children with homework but many do not. The home reading record is, as its name suggests, a record of the books pupils have read, and is not used as an opportunity to share information between home and school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

### *The headteacher and senior staff*

44. The headteacher provides strong leadership for the school and has a clear vision for its development. He has already introduced a range of improvements that are impacting on standards, such as the extensive arrangement for assessing attainment and monitoring progress. He has successfully addressed the issue of poor behaviour and is creating a positive ethos in the school. He is an effective manager and has

instituted a range of effective systems to ensure that the school runs smoothly. He has been particularly effective in his financial management and very successful in obtaining financial grants to improve the school's facilities and resources.

45. Co-ordinators manage their subjects effectively. They have good subject knowledge and provide good support for their colleagues. There is very good management of support for pupils for whom English is an additional language that ensures that support is targeted very effectively. The special needs co-ordinator provides good leadership, but the management of support needs strengthening to ensure that it focuses sufficiently sharply on pupils' needs and targets.

#### *The governors*

46. The governing body is well led by a caring and supportive chair. It has a good overview of the school, and takes an appropriate interest in its work. There has been difficulty in recent years in recruiting and retaining parent governors, and this does not allow governors to be fully representative of the community or play a full part in shaping the direction of the school. The governing body needs to reappraise its style of meetings and organisation to ensure that parent governors are welcome, their status is recognised, and their views are given due weight. Distinctions between different sorts of governors are seldom helpful.

#### *Monitoring, evaluation and targets*

47. The school has some very effective systems for monitoring and evaluating its performance. Pupils' progress is tracked, and attainment is analysed rigorously. Lessons are monitored and curriculum developments evaluated. This is enabling the school to be more precise in its targets and to identify the appropriate actions to promote high standards. These are parts of the innovations introduced by the headteacher that are helping to raise standards.

#### *The budget and best value*

48. The school has managed its budget effectively and has been very successful in obtaining extra funding from a variety of grant sources. The school's finances are well administered, and the principles of best value are observed.

#### *Staffing, accommodation and learning resources*

49. The school is well staffed with teachers and teaching assistants, although the level of support for some statemented pupils could be higher. The school building is large, and has been added to and extended since it was built in 1869. It now offers a good amount of accommodation that has been developed well. The new library is a particularly good feature. The grounds are particularly extensive and there is also access (albeit through a hedge) to the adjacent cricket ground. The hard surface playground is not extensive, but there are plans for its development to allow a greater variety of recreational areas. The level of resources is generally adequate across the school.

### **SUPPORT FOR PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE (EAL)**

50. The school makes very good provision for ethnic minority pupils and those for whom English is an additional language and this promotes particularly good progress. This provision is a strength of the school. The school has a higher than average number of pupils who come from minority ethnic communities (78 per cent). The school views the provision of raising ethnic minority pupil achievement as important to its purpose and mission. The school is in receipt of Ethnic Minority Achievement Grant

Funding (EMAG) and has formed an Ethnic Minority Achievement Team (EMA), which is intended to raise the level of fluency in those pupils who are at different stages of English Language acquisition. The level of grant is insufficient to meet all the needs of all the pupils, especially as the numbers of pupils are rising. This has a detrimental effect upon the support that the school is able to offer. The school has recognised that attainment within Stage 4 of English acquisition, where fluency is paramount, means that many pupils still struggle with the nuances of English which are needed to understand and write in English in the national tests. This is the main reason why scores in national tests do not reflect the pupils' actual attainment.

51. Staincliffe has 254 pupils of minority ethnic origin, of whom 246 are pupils with English as an additional language. The school has a richness of languages, with five major languages spoken: Punjabi, Gujerati, Tagalog, Pushto and Urdu. Bilingual support is available in Punjabi and Urdu.
52. The school EMA team has two full-time and one part-time EMA teachers, and two bilingual support assistants. The team is managed very well by the team leader who is also a member of the school's senior management team, thus ensuring the high profile of the subject in the school's developmental thinking. Targets for pupil progress and attainment are clear and realistic. Procedures for working with the pupils are also clearly laid down.
53. The staff of the EMA team ensure that the purpose of raising achievement amongst ethnic-minority pupils is always to the forefront of everyone's thinking. They see the function of the school as not only raising the achievement of all pupils but also addressing the imbalance in achievement. It is recognised that some pupils have more need of support than others, and the school has identified levels of support based on the assessments made. However, the school remains aware that the need to support the early language learners is a priority. These groups of pupils are regularly reviewed and make good progress as a result.
54. The committed teachers are involved in ensuring that the needs of pupils with English as an additional language are met. This involves planning and preparation with classroom teachers, on a regular basis, to ensure that in literacy and numeracy the linguistic targets are being pursued and that support is used where appropriate to aid the pupils. The teachers work in partnership with the class teachers taking their share of the direct classroom input. The bilingual assistants are also involved in the planning, but work alongside the pupils, 'interpreting' for them and encouraging their participation in lessons. Where necessary the EMA teachers take a small group of pupils to give them intensive support. All pupils within the classroom see them as part of the class provision. Within the lessons seen the quality of teaching observed was never less than good.
55. All pupils who have English as an additional language are assessed on entry to the school, and they are placed on a register of EAL need. The team leader regularly monitors the progress of these pupils. Time is made each week to meet with the teachers to discuss problems and identify support. Monitoring is appropriate, and all pupils have individual targets for performance and progression. Progression is tracked and actions are taken to support and develop individuals. The headteacher and the EMA team see this provision as an integrated priority and the responsibility of all staff members.
56. The school carries out bilingual assessments if they are deemed necessary. No pupil is assumed to be in need of special educational needs support just because his or

her first language is not English. Target groups are identified through consultation with class teachers and by following the above practice. The school also has a strong home school liaison process, so parents are well supported by the school. All communications sent home are translated into Urdu and all standard letters have an Urdu file copy.

57. The results of national tests are broken down by ethnicity, gender, and pupils who have English as an additional language. The results are used to aid the school in developing its targets in English, mathematics and science. The school's curriculum draws upon the cultures in its community and it does this well. The school is at present sending out a 'hand of friendship' to the local community, and the headteacher will be meeting with the four local Imams. There is a strong commitment and ethos from the headteacher, staff, parents and pupils to ensure that Staincliffe is always promoting racial harmony and achievement.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

58. In order to build on recent improvements, the school needs to:

- 1) raise standards in English by creating more opportunities for pupils to develop their speaking and listening skills through increased use of such activities as: paired discussions, drama, 'hot-seating', making presentations about their work, and taking a more active part in 'plenary sessions'; *(paragraphs 19, 20, 59 & 60)*
- 2) ensure that expectations in lessons are always sufficiently high by:
  - building lessons firmly on what has already been learned;
  - giving pupils more opportunities to explore ideas and try things out for themselves;
  - ensuring that pupils' contributions to lessons are fully valued and explored.*(paragraph 21 & 22)*
- 3) ensure that there is a consistently positive approach to behaviour management by all staff, and that the personal, social and health education programme is used effectively to explore pupils' understanding of the effect of their actions on others;  
*(paragraph 37)*
- 4) strengthen the partnership with parents so that they can become full partners in learning by ensuring that:
  - the school is open, friendly and welcoming in its approach;
  - that parents have easier access to the school;
  - parents' views are sought and taken account of;
  - consideration is given to forming a 'friends association' or similar forum for parents and teachers;*(paragraphs 40-43)*
- 5) give consideration to ways in which parent governors can be recruited and retained, and their views given due weight.  
*(paragraph 46)*

#### **Minor issues**

- 1) Reconsider the lunchtime arrangements to give smoother access to the dining hall.

- (paragraph 38)
- 2) Build on the recent improvements in liaison with the infant school, particularly with regard to transition into Year 3. (paragraph 24)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	23	36	4	0	0
Percentage	0	10	33	52	5	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 points.

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	325
Number of full-time pupils known to be eligible for free school meals	100

FTE means full-time equivalent.

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	246

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	5.1
National comparative data	5.4

School data	1.9
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	51	25	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	40
	Girls	13	10	15
	Total	43	38	55
Percentage of pupils at NC level 4 or above	School	57 (65)	50 (53)	72 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	38
	Girls	14	11	16
	Total	42	40	54
Percentage of pupils at NC level 4 or above	School	55 (49)	53 (55)	71 (59)
	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	71	5	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	74	0	0
Asian or Asian British – Pakistani	164	1	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	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)	16.8
Number of pupils per qualified teacher	19.3
Average class size	27.1

#### **Education support staff: YR – Y6**

Total number of education support staff	20
Total aggregate hours worked per week	306

### **Financial information**

Financial year	2002/3
Total income	887,036
Total expenditure	900,844
Expenditure per pupil	2,721
Balance brought forward from previous year	37,524
Balance carried forward to next year	23,716

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	325
Number of questionnaires returned	125

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	0	0
My child is making good progress in school.	49	44	6	1	1
Behaviour in the school is good.	53	38	4	2	2
My child gets the right amount of work to do at home.	37	39	11	8	5
The teaching is good.	58	34	6	0	3
I am kept well informed about how my child is getting on.	46	42	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	59	32	2	2	5
The school expects my child to work hard and achieve his or her best.	58	34	2	0	6
The school works closely with parents.	44	37	10	3	6
The school is well led and managed.	56	36	2	1	5
The school is helping my child become mature and responsible.	50	38	1	3	8
The school provides an interesting range of activities outside lessons.	34	38	12	2	13

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

### ENGLISH

59. Standards of attainment seen during the inspection were higher than those achieved in national tests in 2002. By the end of Year 6, standards in reading are in line with the national average, and well above the average of similar schools. Standards in speaking and listening and in writing are below the national average, but above the average of similar schools. Pupils with special educational needs make satisfactory progress because the work is appropriately matched to their needs, and the large proportion who speak English as an additional language make very good progress aided by clearly directed good teaching by the specialist staff for pupils with English as an additional language. There has been satisfactory improvement since the last inspection.

#### *Speaking and listening*

60. Many pupils find it difficult to convey their ideas at length through speaking, although they have good knowledge of a range of vocabulary. For instance, in Year 3 they were able to offer examples of unusual adjectives such as 'humiliating' and 'horrendous' during a class discussion on poetry writing. In Year 6 they used words like 'frustrating' and 'mischievous'. Some teachers encourage pupils to develop their sentences by prompting them with well-chosen questions. In a Year 4 lesson where pupils were planning letters of complaint to the council, the teacher stimulated longer responses by such questions as: "What happens if the council remove the trees? Is shade important then? What else will be lost? Why?" In Year 5 teachers were encouraging pupils to read out poems aloud and gave them good ideas how to dramatise speech. Pupils still lack confidence, however, and need more practice to enable them to build up a bank of ideas to help their follow-up writing. Most pupils listen well but too many are excessively restless and unrestrained in the younger classes and this impedes their progress. In the older classes, attitudes to learning are often very good and pupils try hard to learn from the classroom discussions.

#### *Reading*

61. Pupils read enthusiastically. Standards are average and have improved since the last inspection. Pupils have a good understanding of characters and plot. For example, a girl in Year 6 who had only been in the country for two years was able to talk intelligently about the social issues of broken marriages and homelessness raised in a Jacqueline Wilson novel. Even pupils with special educational needs can identify words by their sounds. Sight-reading is accurate, if rather rapid, so that the meaning is occasionally obscured. Pupils are encouraged to use dictionaries, and they have a good understanding of words like 'glossary'. They frequently use the Internet for research and show a facility for selecting and reading the relevant link words on the screen. The new guided-reading strategies are having a positive effect on standards and pupils show evidence of their enthusiasm in the regular reviews they write and in their general interest in the bright new library. Most teachers keep good records of pupils' reading progress and note this in the pupils' books.

#### *Writing*

62. Writing is a comparative weakness as it was in the last inspection. Pupils' ideas are interesting. Some higher attaining pupils capture the essence of a scene well: "In Topsy-Turvey Land people stood under a tree having mint-green faces and black T-shirts decorated with a skull". There were also some clever limericks showing good understanding of rhyme and verse structure, but on the whole writing is often

pedestrian and lacking in variety. Spelling is reasonably accurate but pupils do not have a sure understanding of tenses of verbs. On entering the school, many pupils lack control in handwriting but this improves over time. The school has not yet explored the link between extending pupils' ideas and experiences through speaking and listening and drama, and following this up in written work.

63. The teaching of literacy is generally good but some lessons lack continuity because there are no explicit links between the various sections. As a result, several pupils do not consolidate their understanding of key elements of writing. For example, teachers did not follow up a good lesson on the importance of proof reading by allowing the pupils to practise what they learned. There are good links between literacy and design and technology where pupils write recipes for bread making and clearly explain the methods. Pupils have good opportunities to write at length in science, geography and history but some of the exercises are rather controlled and pupils are over-reliant on copying.
64. The quality of teaching is good overall. The main strengths in the teaching are the enthusiasm that most teachers bring to the classroom. This results in lively lessons where most pupils are prepared to join in. The contribution of the specialist teachers for English as an additional language is very good and there is good teamwork between them and the class teachers. Lessons are clearly matched to the needs of individual pupils with questions that involve those with special educational needs and extend higher attaining pupils. The group work is set to take account of the different levels of pupils and those with special educational needs are well supported by adults in the room. There are some aspects of teaching to develop, such as the need to ask more open-ended questions to pupils as they get older in order to promote longer discussions in class. Some of the written tasks set in lessons for pupils of middle ability do not always extend them and should be more demanding.
65. The leadership and management of the subject are good. Monitoring is thorough and has led to good improvement in the quality of marking. Pupils are now given good advice on how to make their work better. The guided reading sessions are organised very productively. Assessment procedures are very detailed and have identified the areas for improvement. Though standards in writing are getting better more rigour is still needed in developing pupils' written style.

## **MATHEMATICS**

66. Standards of attainment are in line with the national average and above the average of similar schools. Progress made by the pupils is good. These standards are not reflected in the school's scores in national tests where standards were well below the national average in 2002. The disparity is related to the fact that English is an additional language for many pupils, and they are not able to demonstrate their true understanding in test conditions.
67. By the end of Year 6, most pupils attain the expected level (Level 4) and a good number attain beyond this. There is good progress in number work as pupils move through the school, and a particularly good focus on the specialised vocabulary of mathematics ensures that pupils have the necessary language to understand and talk about the subject. For example, pupils in Year 3 have a good understanding of appropriate vocabulary and know how to combine and partition numbers. In Year 4, pupils understand the vocabulary associated with subtraction and know that subtraction or division can be used to identify a decreasing number pattern; pupils are

encouraged to use their thinking skills and to identify number patterns. Pupils in Year 5 use the vocabulary associated with shape and co-ordinates with confidence and accuracy, for example, 'isosceles', 'quadrilateral', 'congruent' and 'translation'.

68. There is good progress in all the aspects of the subject. For example, pupils in Year 3 can name shapes, use simple fractions, identify simple number patterns, understand time in hours and minutes, add tens and units and can use tally charts in data handling – representing their findings on a bar chart. By Year 6 pupils can measure angles accurately, use simple algebra, divide decimal numbers by whole numbers, order, compare and convert fractions. They can solve problems involving ratio and proportion and represent data on pie charts.
69. The quality of teaching and learning is satisfactory overall, with some good and very good teaching and learning in some classes, particularly at the top of the school. Pupils are taught in sets, formed on the basis of their previous attainment, and this enables teaching to be well focused.
70. Teachers plan their work in line with the National Numeracy Strategy, supported by Kirklees County Council Numeracy Plans, and lessons are well structured. Mental and oral warm-up sessions are usually well paced, although some teachers take too long in this session and thus lose the impetus required for a good lesson. Cross curricular links are made with other subjects; for example, in a very good Year 6 design and technology lesson, pupils demonstrated good use of numeracy skills when revising the qualities of equilateral triangles in designing and making a sun hat.
71. Marking is usually positive and refers to the pupils' targets, although for lower attaining pupils marking often refers to presentation and attitude to work rather than support for learning. Assessment of pupils' understanding in lessons is good and is consistent across year groups; for example, teachers use a 'thumbs up, thumbs down' system to demonstrate understanding of a new topic during the lesson and pupils appear confident with this.
72. Teachers are confident with the numeracy strategy and apply it effectively. All teachers share the objectives at the start of the lesson and refer back to them during the lesson and in the plenary. In the best lessons, pupils are encouraged to try different methods for solving problems and to explain their workings; for example, a more able pupil in Year 6 explained to his peer group how to draw a pie chart and was able to answer questions confidently.
73. The co-ordinator is enthusiastic and leads the subject very well. She clearly knows what is required to further improve standards across the school. She is a good role model for other teachers and supports her colleagues well with planning, delivery, target setting and assessment.

## **SCIENCE**

74. Inspection evidence shows that standards of attainment, whilst below national averages, are much closer to national standards than recent national tests indicate. Standards in the knowledge-based elements are higher than in the investigative aspects. Evidence from work scrutiny and from observation of lessons indicates that there have been improvements which are not reflected in the test results. There are various reasons for this. Many pupils do not perform well in tests, partly due to the proportion for whom English is a second language. However, there is very good

support for these pupils that improves their learning. Also the school is beginning to develop its planned science curriculum to more specifically meet the needs of its pupils. Staff subject knowledge has increased due to recent training, and the quality of teaching in science is satisfactory overall, with some good teaching observed, especially with the older pupils. The time allocated for the teaching of science is good. The subject leader has wide subject knowledge and is well able to support staff in planning, and to monitor standards of work and teaching. Resources for the subject are good, and the 'science dictionary', recently compiled by the subject leader, is a valuable aid in developing pupils' technical knowledge and literacy skills. Overall, the school is well placed to continue to effect improvements.

75. By the end of Year 6, pupils have a generally sound understanding of living things, materials and physical processes. Pupils know that some changes in materials can be reversed whilst others are permanent. They know how to construct keys to identify and classify objects, and how to measure forces which operate on an object. They construct food chains and 'webs' and have a sound understanding of key features of healthy living. Teachers are now working hard to provide opportunities for pupils to undertake investigative work and so raise standards in this important aspect. In experimenting to see, "Which conditions are best for germination?" or "Which materials keep things warm?", many pupils are secure in making predictions and many can say whether a test was fair or not, and why. However, teachers sometimes direct their classes too much by telling them exactly what to do and how to do it when undertaking an investigation. Pupils have insufficient opportunities to be independent, to make their own decisions and plan how they might carry out, and record, their own investigations. Teachers introduce pupils to a good range of scientific language, but opportunities for pupils to demonstrate understanding by using these terms in the appropriate context are limited. Numeracy skills are developed through measuring, and recording observations in a variety of tables and charts, but little evidence emerged of the use of information technology skills to support learning in science. Pupils with special educational needs are soundly supported both at the planning stage and as part of classroom practice.
76. The quality of teaching seen was never less than satisfactory and in about a third of lessons was good. In the most successful lessons teachers revealed high expectations, confident class management and a willingness to share pupils' ideas. In one lesson, looking at the upward force of water (upthrust) when an object is submerged, ten minutes of direct teaching, interspersed with questions, held the pupils engrossed. Good subject knowledge and a clear idea of what it was hoped to achieve during the lesson, including hands-on participation, fired pupils' enthusiasm and gave them key points to think about. They knew exactly what they had to try to find out but the lesson was never over-prescriptive. Afterwards, in discussing what the results of their experiments showed, pupils thought they had found patterns, which is the expectation of the higher level. Several pupils tried to explain exceptions, where the pattern was not followed. "The stone might have pockets of air trapped inside it that we cannot see" said one pupil. "Perhaps it was not a fair test because all the objects did not reach the same depth of water" thought another. There was good learning in several areas, such as better understanding of the difference between 'mass' and 'weight', how variables can affect what we find out and about the skills of experimentation. The teacher valued pupils' ideas, and teacher confidence, expectations and enthusiasm had a direct influence on the quality of learning. Books are regularly marked, but marking sometimes consists of just ticks and comments of praise. Opportunities to indicate the next step in learning, to make pupils think, are sometimes missed.



77. The subject is well led by a knowledgeable co-ordinator. Good assessment procedures are in place and teachers are helped to become more aware of pupils' strengths and weaknesses. They are being encouraged to adjust the balance of their teaching in order to give pupils more opportunities in less well developed areas, such as using scientific knowledge to plan, obtain, present and consider evidence as part of scientific enquiry. The range of resources to support this learning is good, and good links with local secondary schools enable the school to borrow more specialised equipment when appropriate. Recent training opportunities provided for all staff are indicative of the efforts the school is making to improve teachers' skills and confidence.

## **ART AND DESIGN**

78. The quality of artwork seen throughout the school indicates that attainment is in line with national expectations by the end of Year 6, and this is an improvement since the last inspection when art was judged to be unsatisfactory. The quality of teaching and learning is satisfactory overall.
79. In the best lessons, there is a close focus on particular skills and elements of art, and pupils are given scope to experiment with a range of media. In these lessons, pupils are encouraged to evaluate their work and think about how it could be improved. For example, in a good Year 5 lesson the teacher demonstrated how to achieve effects such as tone and shade and encouraged the pupils to think of scale and proportion. In less successful lessons, the introductions were too long and pupils did not begin any artwork until 30 minutes into the lesson and were limited to working with pencil and one type of paper. Pupils need to be encouraged to work independently and to select their own materials. Pupils work with a good range of different materials but the range is often too teacher-directed. Sketch books, where used, are used to draw finished pieces rather than to experiment with shade, line, tone or technique.
80. Displays around the school show a high standard of work and include: tapestry; embroidery; multicultural rangoli patterns; weaving, observational drawings; clay work; paintings and Australian aboriginal art. Pupils have studied and emulated the work of famous artists such as Lowry, Mondrian, Matisse and Monet. They have worked with an artist in residence to transform the library into a fantasy world of sea, space and jungle life. There is a good selection of art books and the subject is well resourced. At the time of the inspection, the subject co-ordinator was on maternity leave and there was a temporary co-ordinator who was overseeing the subject well.

## **DESIGN AND TECHNOLOGY**

81. Standards of attainment are in line with those usually found, and this represents an improvement on the last inspection. There are clearer policies and guidelines for teachers than previously reported and the school's portfolio of pupils' work shows that coverage of the National Curriculum is now more secure.
82. Younger pupils have a sound understanding of many of the factors behind the design of different packages. For instance, they see that the language, "funky writing", and images used attract specific audiences. "Adults like to know about what is in the packet: children like free gifts." They are also clear about health-related issues, and in a discussion on food packaging refer to the point that many adults are interested in

food with less fat. Pupils with special educational needs are well supported in their design and technology lessons and many make good progress.

83. Design work is satisfactory and pupils had produced some good ideas in constructing frames for photographs and pop-up books for pupils in the local infant school. The products lacked refinement, but many pupils could evaluate what they needed to do next to make their ideas better, such as lamination to improve stability. The topic on bread-making showed that pupils had good skills in planning a menu and writing up the process clearly.
84. In Year 6 there was a very good lesson where pupils had to plan, design and make hats. Although the resulting products were variable in quality and generally average, pupils learned a lot from discussions with the teacher. They lacked skills in accurate measurement but gained a clearer understanding of the importance of numeracy in the subject because of the teachers' sharp interventions.
85. The quality of teaching is satisfactory overall but the team teaching in some classes is very good. Teachers have updated their knowledge of design and technology since the last inspection and there is a good scheme of work based on national guidelines. Leadership and management of the subject are satisfactory. Records of pupils' progress are good, but the use of assessment to plan particular work to move them on is not yet a feature of many lessons.

## **HISTORY AND GEOGRAPHY**

86. Standards of attainment in both subjects are generally in line with those usually found. The teaching of history is generally satisfactory across the school, but it was not possible to see enough geography lessons to make an overall judgement.
87. By the end of Year 6, pupils have an appropriate level of knowledge about the historical periods they have studied. Year 6 pupils have been involved in a detailed study of ancient Greece and can talk knowledgeably about aspects such as the differences between Athens and Sparta. They know many Greek myths and legends and can make contrasts with periods they have studied earlier. Relatively few pupils have attained the higher level where they can explain changes within the period studied. This is mainly because it has not been the focus of the topic.
88. There is also an appropriate level of geographical knowledge by the end of Year 6. Pupils know about Britain and other countries and are able to make comparisons and explain differences between them. They know about physical features and how they are formed; for example they can describe the processes of erosion and deposition by rivers and explain how this formed valleys. Some well-focused work has enabled pupils to understand something of geographical patterns such as climate, and pupils are able to use this understanding to suggest what the climate might be in various parts of the world. This shows good understanding.
89. Both subjects are well underpinned by a series of visits and visitors. These greatly enhance pupils' interest and understanding. For example, Year 3 pupils had gained a very valuable insight into the life of Vikings by spending a day in a 'Danelaw' village. The dressing up and living in huts created a sense of excitement in learning, and the first-hand experiences of Viking life enhanced understanding significantly.

90. Both subjects are well led and there are good plans to ensure that topics are covered and resources are available. The level of thoroughness is much more detailed than usual, and there is a great deal of written work in each topic. In many ways this is a strength, and contributes to pupils' progress in writing. In other ways it detracts from the time available to discuss historical issues orally and so gain a greater understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

91. Standards have been maintained in line with national expectations since the last inspection. Pupils make good gains in their knowledge and understanding of information and communication technology as they progress through the school. The weaknesses in teacher expertise identified previously have been addressed in a large part but there is still a need for more training and guidance. There have been improvements in facilities for information and communication technology and these have contributed to the maintenance of standards.
92. All pupils are keen to take part in lessons, and many older pupils show good initiative in suggesting how to overcome any problems that they meet in their tasks. For example, in Year 5, if they did not reach the required web page they were able to try different links to achieve the same result. Pupils also highlighted and enlarged relevant sections and printed them off to help them understand the writing. In a Year 6 history lesson they co-operated well in pairs in their research into the lives of modern heroes.
93. Younger pupils do not always listen well, and this stops them from making sufficient progress in some lessons. Occasionally, in Year 3, lessons are slow to get under way because classes have no clear idea what is required of them. Despite good, clear instructions the working climate is not well established and too many pupils wander off their tasks. By Years 5 and 6, pupils have more mature attitudes and apply themselves well to plotting routes for the programmable robots. They show good numeracy skills when they work out the angles needed for the route to trace a triangular or pentagonal shape.
94. In discussion, pupils show good awareness of the potential for modern technology and describe how it affects their everyday lives. They use information and communication technology regularly in mathematics, English, geography and history but not often enough in science, music or design and technology. They show good facility in devising spreadsheets, in word processing and email and in research through the Internet, but they have too few opportunities in control technology or using sound techniques.
95. The quality of teaching is sound overall. Some teachers need guidance on organisation and management of pupils in the information and communication technology suite. The subject is enthusiastically and knowledgeably led and the influence of information and communication technology across the curriculum is developing well. Assessment of pupils' progress is at an early stage and is not yet an integral part of the planning of topics.

## **MUSIC**

96. Standards of attainment are in line with those usually found. This is an improvement since the previous inspection. Judgements are based on the observation of three lessons taught by teachers and two lessons taught by local authority music service teacher, as well as a whole-school singing practice. Teaching and learning are good overall.
97. Pupils are enthusiastic and are keen to perform using a variety of instruments. For example, in a good Year 4 lesson pupils were divided into three groups, some provided the ostinato (a repeated melody), some kept the beat and the third group sang 'The Grand Old Duke of York'. The teacher displayed good subject knowledge and confidently demonstrated the difference between major and minor keys using chime bars. The pupils were able to discuss the effects this had on the mood of the music. In a good Year 5 lesson pupils worked independently to produce their own ostinato and were encouraged to demonstrate them to the rest of the class. Pupils are confident with musical terms and can talk about rhythm, beat, pulse, ostinato, tempo, pitch timbre and dynamics. In both lessons there was a good pace to pupils' learning and a good working atmosphere.
98. A variety of multicultural music is used in all classes to help create a calm atmosphere at the start of the morning and afternoon sessions.
99. The music co-ordinator is enthusiastic about her subject and is a music specialist. She leads the subject very well and has written the current policy. There is appropriate provision for pupils to learn instruments, and guitar lessons are provided through the 'Excellence in Cities' scheme.

## **PHYSICAL EDUCATION**

100. It is not possible to make an overall judgement about attainment, teaching and learning in physical education as only one complete lesson was observed during the inspection. A scrutiny of planning documents and discussions with staff indicate that all aspects of the physical education programme are covered. The curriculum is well supported by the number of extra-curricular activities organised, including those for football, netball, cricket and rounders. Coaching from members of Batley Rugby League Club, Yorkshire CCC and Huddersfield Town and Heckmondwike football clubs also gives pupils valuable sporting and social experiences. The school supports a swimming programme for Year 5 at Dewsbury Swimming Pool. By the time pupils are 11 about 50 per cent can swim the required distance, with some achieving more and having the opportunity to learn a wider range of strokes. The school uses the Qualifications and Curriculum Authority (QCA) guidelines as its overall planning framework, and also offers participation in cricket, football and rounders competitions.
101. The range of equipment and apparatus, for both indoor and outdoor activities, is good, and resources are in good condition. There is a large hall, good sized hard play areas and the school has access to two large grassed areas for games and athletics.

## **RELIGIOUS EDUCATION**

102. By the end of Year 6, pupils' knowledge and understanding are broadly in line with the expectations of the locally agreed syllabus. This is an improvement since the previous inspection. The local authority has recently introduced a new agreed syllabus. As a consequence, the school has produced a new policy and new

planning outlines. Staff have had recent additional training, and the subject is taught regularly. There is evidence now that, as well as trying to increase pupils' knowledge of world faiths, the school is helping pupils understand more fully the connections between personal experiences and those of others, and also what is of value and concern to others.

103. Pupils have studied a wide range of religions including Christianity, Judaism, Islam, Hinduism and Sikhism. They have a useful knowledge of many basic beliefs and practices, and their similarities and differences. In a good lesson with the oldest pupils, effective use of a range of resources, and varied tasks, helped pupils understand more fully the importance of the Torah for Jewish people. The school uses the resources of the community to make pupils more aware of different faiths and pupils visit the local Church of England church and the mosque. Joint assemblies have been conducted by the local vicar and representatives of the mosque. Teachers encourage pupils to use their own knowledge to contribute to lessons, as in one lesson where the teacher asked a range of pupils what their terms for "call to prayer" were. Increasingly, pupils are expected to think for themselves, to make connections between stories they hear and everyday life. After hearing the story of 'The Good Samaritan' some of the oldest pupils decided that the story was saying, "Look out for each other and treat each other with respect" whilst younger pupils effectively explored the idea of 'forgiveness' in the story of Joseph in Egypt. Teachers are not afraid to tackle issues such as, "What is a right?" and seek out ways to help pupils appreciate what may be 'special' in their lives. One pupil thought that the sense of sight was so special because "I can see the beautiful waterfalls dripping like light blue raindrops".
104. The quality of teaching seen was satisfactory overall, with 40 per cent of lessons observed good. Pupils enjoy the variety of approaches that teachers employ to help their learning. Some teachers make effective use of literacy skills to record personal ideas, although in some classes worksheets are over used and more could be done to encourage speaking at length during discussions.