

INSPECTION REPORT

SIDDAL PRIMARY SCHOOL

Siddal, Halifax

LEA area: Calderdale

Unique reference number: 130936

Headteacher: Ms. N. Woodman

Reporting inspector: Mr. G. Martin
21563

Dates of inspection: 31st March – 3rd April 2003

Inspection number: 244815

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Oxford Lane
Siddal
Halifax

Postcode: HX3 9LA

Telephone number: 01422 354976

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Appropriate authority: Governing body

Name of chair of governors: Dr. Elaine Bowers

Date of previous inspection: 3rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21563	Graham Martin	Registered inspector	Science. Music. Physical education. Religious education. Educational inclusion. English as an additional language.	What sort of school is it? How high are standards? – The school’s results and achievements. How well is the school led and managed? What should the school do to improve further?
9624	Graeme Norval	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30205	Therese Kenna	Team inspector	Foundation stage curriculum. Geography. History.	How good are the curricular and other opportunities?
32165	Chris Barsby	Team inspector	Mathematics. Art and design. Design and technology.	How high are standards? - Attitudes, values and personal development.
29381	Anne Brangan	Team inspector	English. Information and communication technology. Special educational needs.	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Siddal Primary School is a community school situated in the village of Siddal on the outskirts of Halifax. Siddal is recognised as a distinct community even though it is less than a mile from the centre of the town. Most of the pupils who attend the school live in Siddal or close by. The ward in which Siddal is located is one of the most economically disadvantaged in the local authority of Calderdale. The school is located on two sites separated by the main road running through the village. The foundation stage classes and Years 5 and 6 are taught at the upper site and Years 2, 3 and 4 are taught at the bottom site. The split site nature of the school presents particular challenges to the daily organization and management of the school. Pupils come from a variety of social and economic backgrounds. The percentage of pupils receiving free school meals is, at nearly twenty seven per cent, higher than the national average. The overall level of attainment on entry to the nursery is well below the average expected for children of this age, especially in speaking and listening skills and in personal and social development. On entry to the reception class attainment is still below the average for children approaching their fifth birthday. There are 271 pupils on roll, 146 boys and 132 girls, including 33 children in the nursery. Of these, 15 attend part-time and 18 attend full-time. The number of pupils on roll is less than at the time of the last inspection. The majority of pupils come from white British background but the school has a small minority of pupils from other ethnic groups and just two of these pupils have English as an additional language. There are 59 pupils with special educational needs, representing twenty four per cent of the pupils, which is similar to the national average. Five pupils, or about two per cent, have statements of special educational need. This is also close to the national average. The nature and extent of pupils' special educational needs range from specific and moderate learning to emotional and behavioural difficulties. The school is one of a group of schools clustered in an Education Action Zone (EAZ) because of social deprivation.

HOW GOOD THE SCHOOL IS

Siddal Primary School is an effective school with many good features. Teaching is good and the school provides a satisfactory education for its pupils. Excellent leadership by the headteacher and very good support by the senior management team have a significant impact on the school's improvement. Standards by Year 6 are similar to the national average and, in mathematics and science, above those found in similar schools. Because the teaching is good, pupils' learning is good and they achieve well. Pupils have good attitudes and they behave well. The pupils are well cared for; there is good provision for their personal development and very good provision for their social development. The school provides satisfactory value for money.

What the school does well

- Excellent leadership and very good work by the senior management team results in very good action to improve the school.
- The work to improve the pupils' speaking and listening skills.
- Good teaching results in good learning and good achievement.
- Effective links between the school and parents helps parents to be closely involved in their children's learning.
- Pupils show good attitudes to their work; they behave well and so learning is good.

What could be improved

- More pupils could attain the expected Level 4 and higher Level 5 in English and mathematics.
- Opportunities for the children in the Foundation Stage to learn from the outdoor environment.
- Some aspects of assessment and its uses could be improved further.
- The provision for teaching about the richness of other cultures and about the dangers of misusing drugs.

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 1997. Since then, the school has made satisfactory improvement. While standards are similar to the time of the last inspection, a number of other aspects of the school have improved well. Teaching and learning are better, as is the quality of the curriculum. The management of the school has improved as a result of very good leadership. The staff and governors have responded well to the areas for improvement from the last inspection. There is greater unity to the school even though it is still located on two separate sites. The staff work together very effectively as a team because the headteacher and other staff with leadership responsibilities provide good role models. There is a higher proportion of good and better teaching because teachers evaluate their work well and plan lessons more carefully than at the time of the last inspection. The school is very well placed to continue to improve 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
	2000	2001	2002	2002
English	D	E	E	C
Mathematics	E	E*	C	B
Science	E	E	B	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Standards are above those expected nationally by Year 6 in information and communication technology and design and technology and in art and design at the end of Year 2. Other than in English, where standards for the current Year 6 are below national expectations, standards in Year 2 and Year 6 are in line with national expectations in all other subjects. The Year 6 pupils who left the school in 2002 did well to achieve test results in science that were above the national average and well above the average for similar schools. Their results in English were well below the national average but close to the similar schools average while in mathematics, the results were above the average for similar schools and close to the national average. This followed two years of results in all subjects that were significantly below the national average. Alongside the findings of the inspection, the 2002 Year 6 results show an improving trend in standards. Children in the nursery and reception classes achieve very well from a low level of attainment on entry. By the end of the reception year the children

achieve all of the goals for their early learning except in their communication, language and literacy skills. Pupils in Years 1 and 2 achieve well in all subjects. The results of tests and assessments show that Year 2 pupils attain standards close to the national average. Pupils in Years 3 to 6 also achieve well in all subjects, although achievement is better in Years 5 and 6 as a result of the very good and often excellent teaching. Pupils with special educational needs achieve well, as do the very few pupils who have English as an additional language and those who have a particular gift or skill. The school achieved its targets for the Year 6 tests in 2002. The 2003 targets are lower to reflect the higher number of pupils with special educational needs in the current Year 6. Nevertheless, the school expects to achieve these targets because it is working hard to support the learning of all pupils by providing additional classes in basic skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The school's policy of 'good listening, good learning' is followed well by the pupils. Pupils show enthusiasm for lessons and other activities.
Behaviour, in and out of classrooms	Good. Pupils know what effect their actions will have on others. They show a good understanding of the need to consider other people's feelings and values.
Personal development and relationships	Good. Older pupils care for the younger ones well. Pupils are well prepared for living in a rapidly changing society, though more could be done to develop appreciation of the diversity of cultures found in their community.
Attendance	Satisfactory. Most pupils arrive at school in good time for the start of the school day.

Attendance has improved since the previous inspection when it was below the national average. Pupils show interest and enthusiasm for school. Their parents say that their children are happy to come to school and that they enjoy lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 and learning are good overall. There are particular strengths in teaching in Years 5 and 6, where most of the very good and excellent teaching occurs. Consequently, the learning in Years 5 and 6 is very good. Very good teaching in the foundation stage gives the children in the nursery and reception classes a very good start to their learning, especially in their speaking and listening and personal and social skills. The skills of literacy and numeracy are taught very well overall in Years 1 to 6, with good teaching in Years 1 to 4 and excellent teaching in Years 5 and 6. The result of this is that pupils achieve well overall, although better achievement would result from more consistently good teaching in Years 3 and 4. The teaching of pupils with special educational needs is good so these pupils

learn well and achieve the targets set for them. The very dedicated and skilled teaching assistants contribute very effectively to the learning of all pupils and especially those who find learning a little more difficult than most. As a result of this, and the good teaching, the school meets the learning needs of all pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The skills of information and communication technology are particularly well provided for and used effectively to support learning in other subjects.
Provision for pupils with special educational needs	Good. The good teaching is enhanced by the very good support given by teaching assistants. As a result, pupils with special educational needs learn and achieve well.
Provision for pupils with English as an additional language	Good. The few pupils who have English as an additional language achieve as well as all other groups of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for social and personal development is very good, which helps pupils to have positive attitudes and become better learners. The school could do more to develop the pupils' knowledge of the richness of other cultures.
How well the school cares for its pupils	Good. Pupils are well supported in their academic and personal development.

The school has very effective links with parents. The training in literacy and computer skills provided for parents helps them to become better involved in their children's learning. Arrangements for teaching pupils about the dangers of drug abuse need to be put into place urgently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is improving rapidly because of the excellent leadership of the headteacher and the very effective teamwork of the management team.
How well the governors fulfil their responsibilities	Good. Governors have a good knowledge of the school's strengths and weaknesses. They fulfil their statutory obligations well and they fully support the determined leadership of the headteacher.
The school's evaluation of its performance	Very good. The management team has a clear set of appropriate priorities for improving the school. The quality of their leadership influences the commitment of all staff to be directly involved in the school's development.
The strategic use of	Good. The additional resources the school gets as part of being in an

resources	Education Action Zone are used well to promote better teaching and learning.
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The school is well staffed and has sufficient resources for the provision of the national curriculum. Resources for information and communication technology are good. The accommodation is sufficient but the split site presents very real challenges for the organization and management of the school. The older building on the bottom site needs attention to improve its condition. By evaluating carefully the effect of its spending on educational standards and improvement, the school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and do their best. • The teaching in the school is good. • They would feel comfortable about approaching the school with any questions or problems. • Their children are making good progress at the school. 	<ul style="list-style-type: none"> • Parents would like to see a wider range of interesting activities outside of lessons.

The inspection team agrees with the positive views of parents. There is satisfactory provision for activities outside of lessons and the school has plans to make better provision over time.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are above those expected nationally by Year 6 in information and communication technology and design and technology and in art and design at the end of Year 2. Other than in English, where standards for the current Year 6 are below national expectations, standards in Year 2 and Year 6 are in line with national expectations in all other subjects.
2. The Year 6 pupils who left the school in 2002 did well to achieve test results in science that were above the national average and well above the average for similar schools. Their results in English were well below the national average but close to the similar schools average while in mathematics, the results were above the average for similar schools and close to the national average. This followed two years of results in all subjects that were significantly below the national average. Alongside the findings of the inspection, the 2002 Year 6 results show an improving trend in standards.
3. Children in the foundation stage achieve very well from a very low level of attainment on entry to the nursery. By the end of the reception year the children achieve all of the goals for their early learning except in their communication, language and literacy skills. Pupils in Years 1 and 2 achieve well in all subjects. The results of tests and assessments show that Year 2 pupils attain standards close to the national average.
4. Pupils in Years 3 to 6 also achieve well in all subjects, although achievement is better in Years 5 and 6 as a result of the very good and often excellent teaching. Pupils with special educational needs achieve well, as do the very few pupils who have English as an additional language and those who have a particular gift or skill. The school achieved its targets for the Year 6 tests in 2002. The 2003 targets are lower to reflect the higher number of pupils with special educational needs in the current Year 6. Nevertheless, the school expects to achieve these targets because it is working hard to support the learning of all pupils by providing additional classes in the basic skills.

Pupils' attitudes, values and personal development

5. Pupils' attitudes to school are good. Nearly all parents say that their children enjoy school, and this shows in the way they approach their lessons. Their attitude to their work and behaviour in class is good or better in more than seventy per cent of lessons in Years 1 and 2, and in eighty per cent of lessons in years 3 to 6. Attitudes to work are often excellent in lessons for pupils in years 5 and 6 because of the very effective teaching and the teachers' very high expectations. For instance, in an excellent Year 5 mathematics lesson, pupils

overcame difficulties and corrected errors in calculations through mature discussion with each other and their teacher. They did this because they felt very secure in the teacher's willingness to take time to help them to understand and because they were confident that such discussion contributed very well to their learning. Overall, pupils' attitudes and behaviour are similar to those found at the time of the last inspection.

6. Pupils are enthusiastic about lessons and enjoy the work they do, often concentrating for long periods and becoming very absorbed in the activities. For example, in a very good Year 1 art and design lesson, pupils spent a long time closely and carefully observing and drawing plants. They put a great deal of effort into this work, finding ways to overcome problems and showing great perseverance. When the work was finished, they showed pride in their own work and the efforts of others through a discussion in which they evaluated the quality of everyone's drawings.
7. Pupils' behaviour in and around school is good overall and often very good. For example at assembly times, pupils enter and leave the hall quickly, quietly and sensibly, and are attentive throughout. In the playground at break times, pupils play boisterously but with good nature. They are well supervised at lunchtimes. At both top and bottom sites, a lunchtime 'haven' is provided. This is an inside room where pupils can choose to withdraw from the hurly-burly of the playground and do quiet activities such as drawing, painting or reading. The pupils appreciate this facility because it offers them a choice of whether to engage in quiet indoor pastimes or energetic outdoor play. The vast majority of pupils choose to play outdoors. This is because the school has gone a long way towards eliminating bullying, sexism and racism and any incidents that do occur are dealt with effectively because all members of staff are aware of the procedures for dealing with them. Some pupils have difficulty in managing their behaviour, but most are clear about the rules and keep to them. Their good behaviour is rewarded with praise from teachers, and the presentation of stickers and certificates. The use of these rewards helps to reinforce good behaviour. The two exclusions that have occurred since the beginning of the school year have been dealt with under the advice and guidance of officers from the local education authority.
8. The personal development of pupils is good. They are given many opportunities to take on responsibility, which they do with enthusiasm. They take registers to the office and help at assemblies by operating the overhead projector and the music system, and taking part in presentations. In class they are efficient at tidying up after lessons, so that very little learning time is wasted. They show initiative, fetching the equipment and materials they need to complete tasks that they have been given. Posters and reminders on classroom walls encourage them to be independent in their learning. These give them strategies for overcoming problems by themselves. Pupils often display great persistence in doing this before they ask teachers for help. An example of this was seen in a good design and technology lesson in Year 2. Pupils joined materials to make stands from thin card to attach to the backs of photograph frames so that they would stand up. In most cases this was a challenging task, where children had to have several attempts before success was achieved. They did this through patient trial and improvement, and most of them eventually managed it without referring to the teacher.

9. The way the pupils are accommodated in this split-site school has a good effect on behaviour and personal development. Pupils in Years 1 to Year 4 play well together in the playground on the lower site. The Year 5 and 6 pupils, who share the top site with the Foundation Stage children, show a good level of care for the school's youngest pupils. Once a week, Year 5 and 6 pupils share an assembly with children from the Reception class. The younger children enter the hall after the older ones are ready to begin, who give a very good example of how to behave in assembly. Work made by children in the foundation stage is displayed on a display board near to the Year 5 and 6 classrooms. The Year 5 and 6 pupils say that this shows them how much they have grown in their own learning and skills since they were in the Reception class, giving the older pupils an opportunity to reflect on their own development as they mature. Attendance is satisfactory, and parents make an effort to ensure that their children arrive at school promptly, so that lessons start on time and are not interrupted.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. Teaching is good overall, with a high proportion of very good and excellent teaching. During the inspection, of the fifty-five lessons observed, three quarters were good or better and more than forty per-cent were very good or excellent. Most of the excellent teaching was seen in Years 5 and 6. Teaching in the core subjects of English, mathematics and science is good in Years 1 and 2 and overall very good in Years 3 to 6, with excellence in Years 5 and 6. The teaching of basic skills is less effective in Years 3 and 4 than the rest of the school and this affects the progress pupils make in the early years of Key Stage 2.
11. There is good improvement in the quality of teaching since the previous report, when teaching was satisfactory. During this inspection the quality of teaching varied from satisfactory to excellent. The school has clear aspirations to benefit all its pupils from the best teaching possible. The school has effectively used focused monitoring of teaching, linked with the aim of raising standards across both key stages to target improvement. By building on this good practice, the school can enhance teacher performance, thus impacting upon pupil attainment and progress. In this way this effective school can be made more effective.
12. The issues that inhibited teaching, raised at the time of the previous inspection, have been addressed. Detailed lesson planning has been implemented which enables teachers to plan a sequence of learning across all years. There is better teamwork in place with staff working together to improve their planning and assessment. The head teacher and deputy head teacher regularly monitor teaching and check to ensure that all pupils are learning effectively. Future checking of lessons by the subject managers is planned. More evaluation of what pupils learn in lessons is now in place since the previous inspection. This enables teachers to plan lessons more effectively. Because of the good, very good and sometimes excellent teaching in information and communication technology standards are improving at a rapid rate.

13. The very good quality of teaching for children in the nursery and reception classes has a positive impact on learning. The teachers, nursery nurses and non-teaching staff work together very effectively as a team. Work is planned that is appropriate to the needs of young children. What they learn from this helps them to make a smooth transition on to the National Curriculum when the time comes. All activities are planned well, challenging and supporting the children to enable them to achieve well. For example, when choosing colours to be mixed to mixing produce dark and light shades all children managed to produce a shade in their given colour.
14. The teaching in Years 1 and 2 continues well the learning that children in the foundation stage make. The teaching of the basic skills of literacy and numeracy is good. Teachers implement the national numeracy and literacy strategies effectively. Teachers give clear explanations to pupils and set them challenging objectives so that they are fully aware of what they are expected to learn. For example, Year 2 pupils learn how a Carroll diagram is used to sort objects because the teacher has explained the task clearly. In some lessons in Years 1 and 2 there is a lack of opportunities for pupils to make a contribution to the lesson by putting forward their own ideas. This leads to the higher attaining pupils not always being given sufficiently challenging work. As a result, they do not make sufficient gains in learning. A greater level of challenge matched to the needs of higher attaining pupils would enable more pupils to attain the higher Level 3 in the Year 2 English and mathematics assessments.
15. Teachers plan lessons well and identify clearly in their planning what pupils are expected to learn. Introductions to lessons often include effective revision of the work done previously, which prepares pupils well for new learning. Planning for literacy and numeracy is thorough, especially for the pupils in Years 5 and 6, who are taught in groups according to their learning needs. Because of this, numeracy and literacy are better taught in Year 5 and 6 where pupils needs are more successfully met. In all years, teaching is good for pupils with special educational needs and for those who have English as an additional language.
16. There are good procedures in place for dealing with inappropriate behaviour and most teachers use these procedures effectively. However, learning is affected in some lessons in Years 3 and 4 when occasional incidents of unacceptable behaviour are not dealt with effectively. The disruption that is caused impacts on the learning of all pupils because the pace of the lesson is affected and the teacher has to spend time attending to the behaviour of one or two pupils.
17. The very good and often excellent teaching in Years 5 and 6 results in more accelerated progress for pupils in these year groups. Where teaching is very good or excellent the teachers' own enthusiasm makes pupils interested and excited, so that they are eager to learn. In a numeracy lesson for lower ability Year 6 pupils, the teacher asked questions that probed, prompted and analysed the pupils' responses to extend their thinking. He reminded them of their mathematics targets so that they are meaningful, relevant and relate to their learning. In literacy lessons appropriate attention is given to the basic skills of grammar, punctuation, spelling and handwriting. Teachers use a variety of interesting texts, and, in the most effective lessons, they communicate the thoughts, feelings and actions of characters. For example, by the end of a Year 5 lesson using Alfred Noyes poem 'The Highwayman'

the pupils are stimulated to use their thinking skills, they gain confidence to express their ideas, to extend their speaking and listening skills as well as simply enjoying the poem. In Year 5 and 6 a stimulating range of writing opportunities is provided. The presentation of work is of a consistently high standard, showing that teachers have high expectations.

18. Teachers use assessment well to group pupils according to their learning needs. Questioning is used effectively to find out what pupils know and to make them think. Classrooms are well organised so that resources are readily available to pupils. Teachers and teaching assistants provide effective support for pupils with special educational needs, so that they make good progress towards their targets in their individual education plans. In the best lessons a stimulating range of activities capture the interests of the pupils, teachers ensure that time targets given for completing work are met, the pace is brisk and teachers have high expectations of both the amount and the quality of the work produced. Where expectations are high, pupils rise to the challenge, think independently and work well. Where teaching is less successful, the teacher's expectations of the amount and level of written work done is insufficiently high.
19. Teachers make good use of plenary sessions at the end of lessons to consolidate learning and celebrate pupils' successes. In a Year 6 geography lesson all pupils were involved in a mature discussion to evaluate their findings when comparing and contrasting Halifax with Skipton. The lesson showed how well the pupils had listened to what they were expected to do and achieve.
20. Relationships between teachers and pupils are generally good. Teachers know their pupils well and are sensitive to their needs. They create a climate where pupils are confident in answering questions or offering opinions knowing that whatever their reply it will be accepted with encouragement. This is especially important for the lower attaining pupils. Teachers make very good use of support assistants using them very effectively to work with specific groups of pupils.
21. Work is marked regularly and teachers' comments are helpful in giving pupils encouragement and guidance on how they can improve. Good systems for checking work in English, mathematics and science inform teachers well about what they need to plan to take pupils' learning on. However, this checking is not yet so well developed for the other subjects. Good day-to-day evaluation of their lessons by some teachers improves the quality of their teaching. This worthwhile practice needs to become more generally used so that it contributes to more consistently good teaching. Homework is used well to extend learning and parents are very supportive. The staff work well as a team and are committed to the school and its pupils.

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

22. The curriculum is good. It is broad, balanced, relevant and interesting for the pupils. The quality and range of learning experiences are good. In all subjects statutory requirements are met. Good improvement has been made since the last inspection.
23. The curriculum for the children in the Foundation Stage is very good. The teachers, supported by the Foundation Stage team, plan work with very good regard to all the areas of learning for young children. There is a very clear emphasis on learning through play alongside the development of the children's personal and social skills as well as the progression of their speaking and listening skills.
24. The school has worked very hard to provide a broad curriculum to interest all pupils, including those with special educational needs. It is planned to ensure that they have appropriate first hand educational experiences. Visitors are encouraged to come to the school to talk to the pupils. The expertise they share with them enables the pupils to see the rich diversity of opportunities available. The pupils visit places of educational interest in their immediate and wider community. For example, pupils visit the railway museum in York, and the school has very strong links with Halifax's 'Eureka' science and technology museum, where pupils trial workshops to benefit other schools. This provides a good stimulus and context for their work.
25. The high level and quality of the support that pupils with special educational needs receive ensures that they have full access to all areas of the curriculum. Their individual educational plans are well written and contain appropriate and achievable targets.
26. All subjects are supported by detailed plans, mostly drawn from recommended guidelines. There is a two-year rolling programme of study for most non-core subjects. This enables teachers to ensure that pupils cover all the requirements of the National Curriculum when they are in mixed age-group classes.
27. The school has enthusiastically and successfully embraced the National Strategies for literacy and numeracy. There is good organisation of teaching time to meet the demands of these strategies, particularly in Years 5 and 6, enabling pupils to be grouped according to their age and ability. At times they are taught in smaller groups according to their learning needs. This results in pupils having more adult help with their work and has a positive effect on their attitudes and how well they achieve. The impact of these strategies for improvement can be seen in the high quality of teaching and learning in these groups.
28. The school ensures that each pupil's development is secured in an environment where all individuals are valued and helped according to their needs. Individuals are accepted for their strengths and weaknesses and supported to fulfil their own potential. Pupils' personal development is addressed well through a programme of personal, social and health education. At the time of the inspection, however, drug awareness was not included in these programmes but the school is aware of this and has plans to rectify the situation. Opportunities to help prepare the pupils play an active role as citizens are good, particularly in the grouping of Years 5 and 6 on the same site as the foundation stage children, thus providing day-to-day opportunities for the older children to fulfil a caring role.

29. The provision of extra-curricular activities is satisfactory. There is an appropriate range of activities that cover many interests and talents. Pupils eagerly take up the opportunities that are offered. The school has sports teams that play in competitive games against other local schools. Further extension of these activities, as planned by the school in its improvement plan, would greatly enrich the curriculum offered to pupils.
30. The contribution the community makes to the life of the school is good. All these opportunities enrich the provision that the school makes for the pupils and widens their understanding and experiences.
31. Relationships with other schools are good. The school works closely with other primary schools in the local educational action zone. The school transfers pupils to several different secondary schools within the area, and strong links are developing with the main one. Pupils gain confidence from this and are well prepared for transfer to the next stage of their education.
32. Provision for pupils' spiritual, moral, social and cultural education is good overall. Provision for pupils' social development is very good, and that for spiritual and moral development is good. There are some good features of the provision for cultural development, such as in the work to develop pupils' awareness of their own community. Overall, cultural development is satisfactory because the provision for learning about the diversity of cultures in our society is not yet fully developed.
33. Pupils' spiritual development is well provided for. Pupils explore their thoughts and feelings through prayer and reflection in assemblies and at other times during the school day. Spiritual values are reflected in the school's aims, and these are upheld in the daily life of the school. Religious education lessons and school assemblies are not the only occasions on which spiritual values are taught. They are built into working relationships in other parts of the curriculum. This gives pupils many opportunities to consider aspects of spiritual development.
34. Moral development is promoted well throughout the school. Pupils are encouraged to recognise that everyone is equally important. They are clearly taught that care and consideration should be shown to all, so that everyone can work harmoniously together. From the youngest classes, pupils learn the difference between right and wrong. The school's ethos promotes care for each other and personal responsibility. This is built on strong relationships amongst all involved in the life of the school. Teachers, support staff, lunchtime and other staff, all play their parts in this process.
35. Provision for pupils' social development is very good and a strength of the school. In many lessons and other activities pupils are expected to work together co-operatively. They generally respond very well to this approach. As they move through the age groups, pupils are given increasing opportunities to help around the school. Year 6 pupils volunteer to act as monitors at doors and on the stairs, and they take these responsibilities very seriously.

The school is fortunate in the many contributions which members of the local community, and other visitors, make to its life.

36. The school's provision for pupils' cultural education is satisfactory. Pupils are given a strong feeling for their own cultural traditions and history. They learn about different periods in local and British history, such as the Tudor period and the Second World War. Some work has been done to promote the pupils' knowledge and appreciation of the lives of people from other cultures but this is a developing area of the schools work and is not yet part of embedded practice. More needs to be done, therefore, to prepare pupils for living in a society that is rich in cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. This is a caring school where all children and pupils are well known as individuals to teaching and support staff. The procedures for ensuring pupils' welfare are good and those for child protection are very good. These procedures support pupils' learning and personal development. They maintain the standards reported after the last inspection. Parents are very supportive of the school and the efforts made to care for their children. Inspection evidence supports parents' views.
38. There is a pyramid of care which starts with class teachers and moves on through the senior management team, the deputy headteacher and headteacher. Members of the governing body are involved in pupils' overall welfare. This procedure supports pupils' safety, behaviour and personal development. For example, during breaks pupils who wish to stay indoors may go to 'The Haven', a supervised indoor quiet play area.
39. The headteacher is the person designated to manage child protection issues. Appropriate procedures are outlined in the staff handbook, with guidance on where to find detailed information. The procedures follow the guidelines of the area child protection committee. All teaching, non-teaching staff and appropriate members of the governing body are trained in the correct procedures. The prospectus informs parents about the school's legal responsibility to take action when there are any concerns.
40. Health and safety procedures are good overall. There are plans to extend the number of trained first aid staff. Parents are informed of logged incidents and a letter sent to the parents of any pupil suffering from a head injury. There is no sick bay but pupils waiting collection are carefully supervised.
41. There are good procedures to monitor and improve attendance. Registration is prompt and efficient. The recently appointed senior administrator checks the registers daily and informs the headteacher about unexplained or long-term absence and these are followed up immediately. Holidays in term time are strongly discouraged particularly during examination weeks. When an inadequate response for absence is offered the deputy headteacher visits families and the school makes good use of the supportive education welfare officer. Parents state that their children like coming to school. Inspection evidence supports their opinion.

42. Procedures to monitor and improve behaviour are good. For the majority of pupils the procedures promote a good atmosphere to aid learning. The recently appointed headteacher created a new behaviour control policy. This policy recognises improved work and behaviour and clearly defines different rewards for each. However, this is a school with a significant number of recently appointed teachers, some new to the school and some new to teaching. To assist inexperienced teachers to deal with the minority of pupils who find behaving well a challenge, clearly defined guidelines on sanctions would promote a consistent approach to dealing with inappropriate behaviour.
43. The policy for responding to bullying is incorporated into the school's discipline policy, rather than being treated separately. However, bullying is well controlled by appropriate procedures. The school is quick to act and is very supportive of pupils and parents should any incidents occur.
44. The schools monitoring of academic performance and personal development is good and much improved on that of the last inspection. The progress of nursery and reception pupils is regularly checked against the early learning goals. Pupils in Years 3 and 6 undertake the national SATS tests at the end of their respective key stage. A series of other assessments for English, mathematics and science, including optional SATS, helps to inform teachers about how well their pupils are doing. Learning in the basic skills is regularly checked to gauge how much pupils know and again at the end of a unit of work to measure the learning that has taken place. However, in some lessons the learning gains made by pupils with higher ability are not accurately identified and, therefore, future work is not carefully matched to their needs.
45. The information on pupils' progress is analysed carefully. This information is then fed into both medium term and short term planning. In mathematics, for example, regular and on-going assessment is used to inform daily lesson plans. Portfolios are kept with samples of pupil's work, which have been annotated and moderated against the levels of the National Curriculum. The effective use of assessment systems for checking pupils work and planning lessons has helped in the drive to raise standards because teachers plan work to meet most pupils' learning needs, except those of higher attaining pupils in some lessons. In the foundation subjects, the use of assessment is still at an early stage of development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents have very good opinions of this school. In the pre-inspection meeting and parents' questionnaire a significant majority strongly support the school. Evidence from this inspection supports their opinions. This is an improvement since the last inspection.
47. The school has very good links with parents to aid the academic and personal development of their children. Funds were provided to sponsor weekly classes in literacy, run by the Workers Education Authority. The current class is fully booked and members are asking for a further class in numeracy. A course to help parents develop information and

communication technology skills has been completed within the school by a learning support assistant.

48. Parents' involvement in school is satisfactory overall with some stronger features. There is a small but highly effective group of trained parent learning support assistants. Most have attended the courses run in school. The Friends of Siddal Primary School (FOSPS) work very hard to provide additional money to be used in school to assist pupils' education. This confirms the findings from the last inspection. The staff recognise the value of these efforts. However, only a small number of parents actively support homework or offer to work as parent helpers in class.
49. Information for parents is very good and is designed to help parents to support their children's progress. There are frequent informative newsletters. The staff handbook stresses the importance of ensuring that these letters reach parents whose children were absent on the day of issue. The prospectus and governors report to parents are thoughtfully composed in a 'reader friendly' manner. The governors report to parents contains all the statutory information. The prospectus stresses the importance of good attendance. The measures to support families for whom regular attendance remains a challenge are clearly stated. However, the attendance statistics are not included. Parents are welcome in school and state that they always get a helpful response. Meetings with parent learning support assistants confirm this view.
50. Annual reports are satisfactory and contain the statutory information. Some vary from others in the help they give to parents to aid their children's academic progress. Others are non-specific about the progress made compared with national expectations.
51. A quarter of the parents who responded to the questionnaire feel that there are insufficient extra-curricular opportunities. The school has already taken some measures to provide more activities outside of lessons, such as the computer club. During the inspection, a physical education teacher from a nearby secondary school was instructing a group of pupils in football. These pupils are taking part in a competition in the weekend following inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides excellent leadership. She has a clear vision for the school, rooted in enabling the pupils to develop lively enquiring minds in a safe, secure, well disciplined and stimulating learning environment. This vision for the school is seen in practice through her determination to organise the school in such a way as to provide the best opportunities for all groups of pupils represented in the school. This has the effect of creating a very positive climate for learning where the pupils achieve well. The headteacher's excellent leadership provides the driving force behind the school's rapid improvement in recent months. She is effective in encouraging and supporting all staff as they work together to improve even further. Improvements since the last inspection have been satisfactory overall but there has been significant improvement in the twelve months since the appointment of the headteacher.

The key areas for improvement identified in the last report have been tackled well. The school's involvement as part of an Education Action Zone has been effective, providing good support for the school's development and improvement. As a result, there has been rapid recent improvement in standards.

53. The headteacher is very well assisted by the deputy headteacher, an extremely effective teacher. His excellent teaching and very good leadership provide a very good role model to raise the standard of teaching and in encouraging colleagues to have effective management skills. The school has a team approach to management. This leads to the teams in the school working effectively together and translating the educational direction of the work of the school very well. There is a very strong commitment in the school to improvement, to raising standards and to helping all pupils to reach their full potential. The whole staff supports the management of the school and this is driving standards up.
54. Management of subjects is good overall with some very good features, such as the leadership of English and information and communication technology. The subject managers are responsible for checking the curriculum and monitoring learning. In most of the foundation subjects, the role of subject manager does not yet include observing teaching and this means that they are not able to help other teachers to improve their work.
55. The governing body provides good support for the leadership and management of the school. The chair and vice-chair of governors give good support to the headteacher and are effective in using their considerable knowledge of the school to help the school to move forwards. The governors have a good knowledge of the school's strengths and weaknesses from the very good quality of information provided by the headteacher. The chair of the governors has a well-informed view of the school and meets regularly with the headteacher to ensure that operational aspects of the schools management are functioning well.
56. There are good procedures in place for checking and improving teaching, learning and curriculum provision in English, mathematics, science and information and communications technology. The headteacher is very effective in checking the quality of teaching and learning throughout the school. This role is not yet so effectively developed for the foundation subjects. Strengths and areas for development are reviewed regularly. The school's strategy for performance management is well implemented. The headteacher's targets are reflected throughout the school in the targets set for teachers and support staff so that the whole school is part of a shared commitment to improvement. Overall the process of self-review is well established through the work of the headteacher, deputy headteacher, team leaders, subject managers and the governing body.
57. The management of the school places a high priority on the continuing development of all staff. New members of staff report that they have very good help and support in the school with all staff prepared to spend time and effort to help them to develop their work. The school makes good use of its available resources to meet its agreed priorities stated in the school development and improvement plan. The school always seeks to get the best value for the money it spends and tracks the effects of its spending well. Information and communication technology is used well in many areas of the school's work. The headteacher is effective in managing and monitoring the budget in a strategic manner. The office staff are efficient and present a welcoming and approachable introduction to the school.

58. Teaching and support staff provide good coverage of the national curriculum. Class numbers are within guidelines. This is an improvement since the last inspection. Learning support assistants are very well integrated into class activities and provide very good support to pupils' learning. The support given by the teaching assistant for information and communication technology is a strength of the school. The learning support assistant responsible has attended many training courses to reach a high level of proficiency.
59. The headteacher has recently appointed a new senior administrator. This appointment alongside the other office staff is already providing a very efficient service to support the senior management team and teachers. The caretaker is a longstanding employee and a co-opted governor on the premises committee. He is trained in health and safety and is about to renew his first aid certificate. He and the cleaning staff work very hard to make the run-down buildings attractive and clean.
60. Despite recent high turnover of teaching staff, morale is high. Teachers recognise the support they receive from the senior management team. There are two newly qualified teachers, one of whom is receiving non-contact time and mentoring. The other, on a temporary contract, should be similarly supported.
61. The school still operates on two sites. Since the last inspection there has been good improvement in the contact between teachers at the two sites. Staff training is well integrated with school improvement. Staff turnover has prevented some foundation subject co-ordinators from reviewing teaching to ensure consistency.
62. Overall, there are satisfactory resources to teach the national curriculum. Information and communication technology has very good resources including interactive screens in both buildings. The library in the bottom building is large and there has been a recent review of its content. The library on the upper site is barely adequate in size. It lacks privacy and Year 5 and 6 pupils who are researching are subject to distraction.
63. There is an unsatisfactory supply of small physical education equipment in the top building. This inhibits the delivery of the national curriculum for children in the Foundation Stage. The accommodation barely permits the delivery of the national curriculum. The condition of both playground surfaces has not been adequately addressed since the adverse comments in the last inspection. This feature presents a possible safety hazard. There is no green field area at the bottom site. That at the top site has a very significant slope. The football training noted earlier in this report took place on the hard, uneven playground surface.
64. Both buildings require repair work. In both there are areas of ceilings damaged by rainwater. In the top building water has been running over unsealed electrical junction boxes. Heating in winter and shade in summer are inadequate. The wooden fascia boards are rotting and the paintwork in poor condition.
65. The bottom site could accommodate people with physical impairment requiring wheel chairs, although there are no suitable toilets. The top site could not. Three classrooms are upstairs with no lift. Access to one classroom is only possible by passing through another. There is

no water in the three upstairs classrooms; pupils have to obtain water downstairs from a fountain and carry it upstairs in bottles.

66. Attractive displays of pupils work are a significant feature in all classrooms and corridors. They show the determination of all staff to make this school a welcoming environment where pupils are supported and encouraged to learn.
67. Despite the disadvantages of the accommodation, the school has standards that are satisfactory overall and it has some good and very good features. The cost of educating each pupil is a little above the national average because the school receives additional funding as part of an Education Action Zone. Taking all these things into account, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. To further improve standards and the quality of education provided by the school, the headteacher, staff and governors should:
- (1) Raise standards in English and increase the proportion of pupils attaining higher levels in mathematics by the end of Year 6 by:
 - i) providing a greater level of challenge in lessons for higher ability pupils so that learning is consistently good.
 - ii) Regularly checking the learning of higher ability pupils and planning work to match their needs.
(Paragraphs 14, 16, 21, 44, 45)
 - (2) Improve assessment procedures by introducing manageable and useful ways of keeping records of pupils' learning in the foundation subjects.
(Paragraph 45)
 - (3) Provide better opportunities for the children in the foundation stage to learn from the outdoor environment by:
 - i) Improving the facilities for outdoor play and;
 - ii) developing the areas outside of the classrooms to improve the opportunities for learning.
(Paragraphs 69, 83, 85)
 - (4) Improve the curriculum by:
 - i) Providing better opportunities for learning about the diversity of culture in the community, and
 - ii) Introducing an effective policy for teaching about the dangers of the misuse of drugs.

(Paragraphs 28, 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	16	19	12	0	0	0
Percentage	14.5	29	34.5	22	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	245
Number of full-time pupils known to be eligible for free school meals	0	76

FTE means full-time equivalent.

Special educational needs	Nursery	Y[] – Y[]
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.6
National comparative data	5.4

School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	16	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	23
	Girls	13	15	15
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	84(70)	86 (71)	86 (86)
	National	84 (84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	22	21
	Girls	15	15	15
	Total	38	37	36
Percentage of pupils at NC level 2 or above	School	86 (70)	84(84)	82 (84)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	16	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	19	19
	Girls	12	10	15
	Total	26	29	34
Percentage of pupils at NC level 4 or above	School	67 (50)	74 (36)	87 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	19	19
	Girls	8	8	11
	Total	15	27	30
Percentage of pupils at NC level 4 or above	School	38 (57)	69 (50)	77 (71)
	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	210	19	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian			
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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: YN– Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	20.8
Average class size	24.6

Education support staff: YN – Y6

Total number of education support staff	17
Total aggregate hours worked per week	451

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	686,765.39
Total expenditure	666,948.44
Expenditure per pupil	2158.40
Balance brought forward from previous year	25,698.89
Balance carried forward to next year	45,515.84

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	288
Number of questionnaires returned	131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	37	6	2	2
My child is making good progress in school.	50	44	4	2	0
Behaviour in the school is good.	32	53	9	4	2
My child gets the right amount of work to do at home.	34	48	12	2	4
The teaching is good.	52	45	1	0	2
I am kept well informed about how my child is getting on.	44	42	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	32	5	0	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	38	48	10	0	4
The school is well led and managed.	49	42	5	0	4
The school is helping my child become mature and responsible.	45	47	5	1	2
The school provides an interesting range of activities outside lessons.	19	40	22	5	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. This section of the report focuses on children who are taught in the nursery and reception classes. At present, there are 33 children attending the nursery (18 attend full time for five days, 2 full time on alternate days, 6 attend the morning session and 5 in the afternoon). There are 28 children in the reception class. They all move from the nursery into the reception class in the September of the year in which they become five. The majority of children have attended the school's nursery. This year, 4 children were admitted from other nurseries in the area. Both classes have their own teaching areas that are well equipped and established. There is no discrete outside area. The available outdoor areas are used well by both classes. However, these areas are not suitable for teachers to offer children good quality learning experiences, which inhibits children's independent learning in all areas, in particular their knowledge and understanding of the world.
70. At the time of the last inspection children in the Foundation Stage were judged to have made good progress, teaching was satisfactory with some that was very good. The school has built well on this position and has worked very hard to bring about further improvements. Teaching has developed and is now very good, enabling the children including those with special educational needs to achieve very well and make very good progress.
71. The majority of children enter the nursery with attainment in most areas of learning that is well below the level expected for children of this age, particularly in the areas of personal and social development, and their skills in speaking and listening. The children achieve very well throughout their time in the nursery and reception classes as a result of the very good teaching and learning they receive. All children are encouraged to work together; teachers continually emphasise the need for all to "share". Personal, social, speaking and listening skills are planned into most activities that the children undertake. Those children with special educational needs are identified very early, are given very good help and care and so achieve well. The very small numbers of children who enter school with average levels of attainment are being well challenged through the activities that are very well planned to meet their needs. All staff continually check the children's progress; their day to day planning ensures that learning is continuous across the two classes. Consequently most of the children are likely to leave the reception class with levels of attainment in line with those expected in all areas of learning, with the exception of communication, language and literacy where levels are below those expected.
72. The teachers in both the nursery and reception classes have very good links with parents. There are good procedures to help the parents, carers and children settle in school and so they become involved in their work. Children take home books so that parents and carers can help them with their work and create an effective partnership with home.

Personal, social and emotional development

73. In personal, social and emotional development, by the time they complete the reception year most children are likely to attain the nationally agreed standards. Children achieve well, because all staff have high expectations of them. They work hard in a busy, calm environment. All the children, including those who have special educational needs, are encouraged to join in with class discussions, play together, share equipment and help each other with their work.
74. Children understand that they need to put up their hand when they wish to answer the teachers' questions or offer suggestions or ideas. In the nursery class the majority of children still prefer to play alone or alongside others in the sand, when painting or when drawing eggs. Children in the reception class line up quietly when they are going to assembly. They chat to one another as they work and often choose to work in sociable groups, especially in the role-play areas. The children are polite and respond positively both to each other and to adults. They share resources well. All the adults working in the classes are consistent in their approach to children. For example, they reinforce the need for good manners, and sharing resources with one another. This helps the children's moral and social development. They are learning to become independent in their learning. Their views are listened to. They manage well to get themselves ready for playtimes and physical education. The children help to tidy their equipment sensibly at the end of each session. Most respond positively to the patient and caring support they receive. They follow instructions and are eager to learn new skills.
75. Teaching and learning in this area of the children's work are very good. Members of staff are patient and caring with them and this enables them to learn and develop their self-confidence. All staff give clear ideas of what is expected. Patient, supportive teaching results in a calm working environment where children are happy, self-confident and make good gains in their learning. The spiritual culture of the school is being developed as the nursery children looked at how birds' nests are made, and what they are for. Children in the reception class thoroughly enjoyed hearing about the 'Sermon on the Mount' told to them by Year 6 pupils in an assembly they shared with Years 5 and 6.

Communication, language and literacy

76. The children achieve well in communication, language and literacy as a result of very good teaching and learning. However, by the end of the reception year most of the children are likely to be below the levels expected of them.
77. On their entry to the nursery, speaking and listening skills are well below the level expected. The staff work very effectively to encourage the children to develop their speaking skills. All are given many opportunities to express themselves in role-play. The children in the nursery worked on a building site, and pulled characters out of a feely bag to re-enact a 'Bob the Builder' story. The reception class made porridge for the three bears, and dramatised the story. The children in the nursery developed their speaking and listening skills as they enjoyed going for a picnic, and described the melted chocolate to make their nests; they used words such as *brown*, *smooth*, and '*squidgy*'. This makes their learning exciting and fun and as a result they are keen to learn and they learn very well.

78. Writing is displayed prominently in all areas of both the nursery and reception classes and this is effective in encouraging the children to write. Children regularly work on the writing table and use a wide range of tools. Writing and reading skills are taught carefully and systematically. Many children are aware of left to right orientation and are beginning to form their letters correctly. All staff focus very clearly on small groups of children giving them very targeted individual help with their reading and writing. The lower attaining pupils are given extra help and encouragement to write their letters correctly. As a result of this very good organisational strategy all the children achieve well.
79. All the children enjoy stories. They know how to orientate books, where to start reading, how to turn the pages and tell the story using the pictures. Throughout lessons there was a very strong emphasis on language development. In the reception class children's learning is being further developed through successive activities based on the National Literacy Strategy. The children have books to take home to share with parents or carers and in this way the children's learning at school is extended.

Mathematical development

80. In mathematical development children achieve very well as the result of very good teaching and learning. Consequently, attainment for most of the children at the end of the reception year is likely to be at the level expected for children of their age. The children are helped to achieve well through the very good, individually based, thoroughly planned practical teaching they receive in both classes.
81. Teachers provide many activities and experiences so that children develop their mathematical skills through focused, targeted teaching and play. The children in the nursery thoroughly enjoyed counting and seeing if the number that follows 4 really is 5 when they looked in the kangaroo's pouch. Children in the reception class confidently count to 20 and beyond. In their small group activities most sort and count objects correctly and use them to solve simple problems of addition and subtraction, counting one more than or one less than. Most recognise coins, their denomination and some of their properties. Children enjoy singing number rhymes such as *Five Little Speckled Frogs*. The repetition of number sequences in songs and the adding on and counting back in mathematical games help children to develop an understanding of number. Playing mathematics games with dice, ordering number cards, and completing mathematical programs on the computer, all help children to develop their mathematical language and understanding.
82. The teaching and learning of mathematical understanding is very good overall. All staff take every opportunity to develop the children's understanding of number in their everyday activities and play, for example by counting the numbers of children for various activities, or making patterns with coloured beads and using containers in the sand and water trays. This practical approach to teaching mathematics ensures that all children are fully engaged in their learning. A wide range of teaching techniques and resources supports learning in this area very well. The children's learning is securely developed through successive activities based on the National Numeracy Strategy. Most are learning to solve simple number problems

accurately and are familiar with mathematical language such as 'more than' and 'less than'. The teachers design a wide range of activities including games to consolidate and carefully extend the children's learning.

Knowledge and understanding of the world

83. In knowledge and understanding of the world, most children are likely to attain the standards expected for this area of learning by the time they complete the reception year. The teachers provide a good range of exciting activities to extend the children's understanding of the world around them, although the areas outside of the classroom do not present sufficient opportunities for extending learning. Teaching and learning are good and this ensures that the children achieve well.
84. The teachers are effective in planning themes for both the nursery and the reception classes, which extend and develop the children's learning from starting points within their understanding and interests. For example, in the nursery children were busy working on the themes of buildings. Here the teacher had planned a varied programme that engaged the children in a wide variety of learning experiences; this included building a wall, wallpapering, painting and using sandpaper to make rough wood smooth. The children have opportunities to extend their understanding through role-play as builders, wood workers and painters and decorators. The children were very eager to make their own chocolate birds' nests, building the nest in the same way as a bird may, and then putting in their eggs. Children in the reception class were equally excited by the musical instruments they made and the sounds they could produce.
85. Teachers' successfully plan the curriculum across the two classes so that the children's learning is carefully structured and built upon. Lesson planning effectively brings together learning in geography, history, information and communication technology and science. The teachers start from the children's understanding and take their learning on so that they extend their learning through play and enquiry. The wide range of activities planned for the children enables them to work in many different contexts, which allow the children to extend their horizons through play, although better use of the environment outside the classroom would enrich learning.

Physical development

86. In physical development most children are likely to attain the levels expected for children of their age by the end of the reception year. Good teaching and learning in this area enables the children to achieve well. When they enter the reception class their levels of attainment in physical development are well below those expected. They make very good progress to achieve the standards required in most aspects of this area of learning by the time they reach the end of the reception year. However, very limited provision is made for outdoor physical development and there is no outdoor discrete play area for the exclusive use of nursery and reception pupils. Consequently pupils' independent opportunities to experience the stimulation and sensations felt when developing control over their bodies are limited. All staff work very hard to ensure that all children are helped to develop their ability to control their

body movements through activities such as running and jumping; while under close supervision. Good teaching in all other aspects of this area enables pupils to make good progress from a low starting point. The children make good progress in this area of learning because teachers and teaching assistants employ many strategies to help children improve. The school hall is used well to help children to develop their physical skills and their co-operative learning.

87. Children are helped to make good progress because the staff use many strategies to help them to improve their manipulative skills. For example, the children are encouraged to form their letters correctly by using pens on the white board, pencils and crayons. They use scissors well to cut out flowers. The curriculum is well planned to develop the skills of building with construction materials, cutting, sticking and threading beads, which effectively promote pupils' co-ordination skills.
88. The teaching of physical development in the reception class was good in the lesson observed. The staff provided good individual support to help the children to fully develop and extend their skills. The children worked hard to improve as a result of good teaching. Children listened well and were developing their spatial awareness appropriately as they found their own space to work in. They moved around the hall sensibly. Children are developing their sense of direction and pace of movement well. For example, the teacher reminded the children to listen carefully to the tasks they were given when using the apparatus, this they did very well. However, these are limited by the unsuitability of some of the apparatus for children of this size.

Creative development

89. In creative development most children are likely to attain the standards expected in this area of learning by the time they reach the end of the reception year. The children are taught and learn very well and have many opportunities to learn new techniques and use different materials.
90. The children use paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens with increasing control as they draw, paint and write. They investigate the properties of play-dough and find out they can change its shape by rolling, twisting and pinching it and cut out shapes. In the role-play area, the children develop their skills of co-operation and communication well as they take on the roles of the characters in the story of Goldilocks and the three bears. They are able to explain the best way to build the brick wall on the building site so it won't easily fall down. The children explore sounds and rhythms when they sing songs. They enjoy singing some well-known songs such as 'One elephant went out to play', and can clap in rhythm when singing 'Polly put the kettle on' and 'Baa-baa black sheep'.
91. The teachers provide good opportunities for the children to develop their creative ideas through painting, modelling, role-play and music. They stimulate the children's interests with lively questioning. The children are encouraged to express their feelings and thoughts. The

staff prompt the children to choose their resources and tools carefully and they value the children's work by effectively displaying it for everyone to see.

ENGLISH

92. By the end of Year 2, the pupils' standards in reading and writing are in line with the national average for pupils at age seven. By the end of Year 6, pupils are likely to reach standards that are below the national average for pupils aged eleven. The 2002 national test results reflect this same picture for pupils aged seven and eleven. The significant number of pupils in the current Year 6 who have special educational needs relating to literacy skills adversely affects evaluations. The excellent teaching in the Year 5 and 6 classes and the very positive attitudes pupils show towards their work make a significant impact on the standards pupils' achieve relative to their abilities. Year groups can and do vary and it is very likely that the current Year 5 will reach significantly higher standards in the 2004 national tests.
93. Pupils reach the nationally expected standards in speaking and listening by the end of Year 2. They listen carefully to their teachers and to other adults in the classroom. Many pupils are keen to answer questions and to participate in class discussions. They are given many opportunities to develop their speaking and listening skills. Good questioning by the teacher encourages the pupils to answer in sentences. One Year 1 pupil in answer to a question about wearing a helmet on a scooter says: "Joshua won't hurt himself if he falls off". One very good strategy used throughout the school is through the use of 'response partners' where pupils discuss their ideas, which encourages them to listen carefully, speak clearly and express themselves well.
94. By the end of Year 6 pupils are very good listeners. They concentrate well in lessons and show how well they have listened by making thoughtful responses to the teacher's questions. They follow instructions carefully and listen politely to the contribution of other pupils. The continued development of the use of response partners contributes well to their speaking and listening skills. The pupils speak clearly and politely in well-formed sentences. For example, when discussing sentences in narrative writing one Year 6 boy says, "the character is lulled into a false sense of security"; and a girl says, "this is her worst nightmare". Excellent teaching extends the speaking and listening skills of pupils in Year 5. For example, after discussing Alfred Noyes poem 'The Highwayman' pupils have the sentence starter 'If only' to take on the feelings of the character. One pupil says, "If only I could turn back the clock, I wouldn't have to shoot myself". This teaching impacts upon the learning, enabling all pupils to improve their thinking skills and feel the emotions of the characters. Discussions in Year 5 and 6 literacy lessons are often constructive, good humoured, dramatised and with a buzz of interested excitement pervading the room. All pupils make good progress as they move through the school in developing skills and knowledge in all three aspects of English. Pupils with special educational needs and those with English as an additional language make good progress because of the very good support they receive in class.
95. Against a background of considerable changes in the teaching staff, the school has worked hard to improve pupils' standards. The school has continued to improve since the previous

inspection especially in developing speaking and listening skills. Clear strategies are now in place to raise levels of attainment in all aspects of English. Teaching has improved throughout the school since the previous inspection and is good in Years 1 and 2 and overall very good in Years 3 to 6 with excellent teaching in Years 5 and 6. There are now procedures in place for checking pupils' progress carefully and the school is focussing on these procedures to improve overall English skills and attainment.

96. In reading pupils' attainment by the end of Year 2 is in line with the national average. Most pupils are improving their skill of reading and ability to predict what may happen next in the story. As a result of good teaching pupils tackle unfamiliar words using their knowledge of sound or blends. In 2002, the number of pupils reaching the higher level 3 was below the national average. The school is aware of the need to challenge and extend the learning of the potential Level 3 pupils in order that more are enabled to reach this higher level. The pupils read a satisfactory range of texts that includes stories, poems and information books. Lower attaining pupils use illustrations and letter sounds to help them with understanding new words and their reading is rather mechanical and lacks fluency at times. The higher attaining pupils are able to talk about and form an opinion about characters from their reading. For example, one pupil said she did not like the wolf in her story because "he is nasty and might eat you". Through guided reading sessions they gain confidence and begin to develop expression as they read. The pupils regularly take books home to read. Some have access to books at home, but a significant minority of pupils have few books at home.
97. The pupils continue to make good progress in reading in Years 3 to 6 but overall do not quite reach the level expected for pupils aged eleven. This is due to a significant number of Year 6 pupils having special educational needs in literacy skills. The advanced reading skills of many pupils are relatively under developed. The school is aware of this and has strategies to develop pupils' understanding of stories in order to raise standards in reading comprehension. This is evident in teachers' questioning during lessons and in guided reading sessions. The school ensures that pupils learn to use and respond to a good range of texts in literacy lessons, including stories, poems, plays and texts that support learning in a wide range of National Curriculum subjects.
98. Because of the very good to excellent teaching and many support strategies used in Years 5 and 6 there is evidence of higher attainment filtering through. Many pupils develop an increasing awareness of the plot and characters in books and show an interest in popular authors like J.K. Rowling, Roald Dahl and Jacqueline Wilson. They are good at discussing their feelings about characters in books, for example, how they would feel if they had experienced losing their freedom like 'Anne Frank in the war'. The older pupils know about contents, index, glossary and blurb. Their reference skills are underdeveloped but they know how to download information from the Internet. Although pupils know how to find out information using headings, diagrams and texts, the limited use of both school libraries is restricting pupils' opportunities and knowledge of how to research information from books. Library facilities were not seen being used by any classes during the inspection. The library is in the process of being reorganized and recently some staff spent two training days colour banding the books and reorganising the libraries in both buildings.

99. By the end of Year 2, pupils' standards in writing are in line with national expectations. They write in an appropriate range of forms. Their writing includes stories, notes and letters. They are encouraged to write independently, for example, well presented booklets about 'Owls'. They use terms like contents, glossary and author. Such experiences positively impact on pupils' confidence and the progress they make in writing. Higher attaining pupils write humorous poems, for example, "Elephant on the railway getting some junk, along came an engine and ran over his trunk." The pupils' work is legible and the letters are usually formed correctly but sometimes untidily presented. The higher attaining pupils have insufficient challenge to write more in depth and their ability is not always extended. Writing targets are set for individuals and groups of pupils, for example, to put a capital letter at the end of a sentence. Once this is achieved a further target is set. This ensures that progress is made over time. There is evidence of cross-curricular teaching of literacy and science. Pupils draw the stages of the life cycle of a butterfly and write a sentence about each stage.
100. By the end of Year 6, pupils are developing the ability to adapt their writing for different readers. They have a sound understanding and use effectively their knowledge of basic grammar. Year 5 pupils talk about powerful descriptive words, for example, a torrent of darkness. The Year 6 lower attaining pupils enjoy designing a leaflet and write using a persuasive style, a short paragraph about visiting a mountain village. The teacher uses very good techniques to prepare these pupils for this assignment. Pupils brainstorm words and phrases and discover suitable ones, for example, thrilling, challenging, daredevil, action packed, fun filled. Year 4 write poems based on the structure style of poems read. For example, one pupil writes, "The silver moon reflects on the silver stream swirling by a barky old tree". By Year 6 improvement in handwriting skills have accelerated. Most pupils write neatly, maturely and their work is well presented. They write complex sentences with greater confidence, which adds interest to their work. The higher attaining older pupils structure their sentences well using commas, apostrophes, question marks, speech marks and exclamation marks effectively. By Year 6 pupils write very good summaries, play scripts, compare characters and write exciting and adventurous stories. They know about opening, build up, dilemma, events, resolution and conclusion as parts of a story. They write biographies, for example, about Richard Branson, diaries retelling the events of Anne Frank and Carrie's War. One higher attaining Year 6 pupil writes about a dreamy character; "she stared out at the street lamps lighting the dimness of the evening and again, lost herself in the world of the unreal".
101. The quality of teaching and learning is good for Years 1 and 2 and very good at for Years 3 to 6, with excellent teaching in Years 5 and 6. Where very good and excellent teaching is a regular feature pupils make better progress particularly in their writing skills. In these lessons the teaching of basic literacy skills is clearly evident and underlines the teachers' very good subject knowledge. Learning objectives are shared with pupils and lessons move along at a brisk pace with no time wasted. In most classes pupils are well managed ensuring they respond well to their tasks and purposeful learning takes place. However, this is not always the case and sometimes pupils take too long to settle down, especially those in Years 3 and 4. Some are slow to respond to questioning by the teacher and behave inappropriately. Such weaknesses are not always tackled with enough assertion and as a result the pace of the lesson slows down and results in the behaviour of some pupils

being only just satisfactory. Generally, pupils have good relationships with adults and each other and throughout the school relationships are good. In all teaching there was evidence of pupils' learning and their progress towards targets set for improvement being regularly checked. Marking informs pupils of the progress they are making and this encourages pupils to do their best. In most lessons there are few interruptions to the teaching and learning and the pupils therefore achieve well.

102. Teachers make very good use of support staff, using them very effectively to work with specific groups of pupils. The good provision for pupils with special educational needs enables them to make good progress towards the clear targets set in their individual education plans. Appropriate homework is set and helps consolidate the work pupils do in class. Pupils are given good opportunities to develop word processing skills throughout the school. Year 2 use their word processing skills well to process work about animals after discovering more information using the Internet. Very good use of the two interactive white screens is evident throughout the school. For example, in Years 3 to 6, a story is built up in sequences of pictures with the teacher using the pictures to stimulate her questions about characters and plots.
103. The school has used the services of a professional poet and an author who have given workshops and performances of their work. This has a positive effect on the pupils' work in poetry and there are many examples of good work throughout the school. A Year 3 pupil writes, "the sea is blue with fish running through". Year 4 pupils invent tongue twisters, for example, "the cheeky, cheerful, clever chimp gave Cliff a chunky chip".
104. The school is working well to establish good links with parents. Every July a parents' meeting is organised to tell parents how the school teaches reading. Recently the subject manager organised a meeting to show parents the style of handwriting being taught. The weekly literacy club for parents is an excellent innovation.
105. The subject is adequately resourced for the literacy hour. New guided reading books have recently been bought. The library is under-developed and needs new books and an easier method of classification for pupils to understand. Teaching is checked regularly by the head teacher, which enables her to have a clear view of the quality of the English curriculum in action. Future planning includes checking of lessons by the subject manager, more support for the pupils in Years 3 and 4, improving standards of handwriting and more rigorous checking of pupils' progress. There is evidence that the school is aware of its areas for development and has firm plans to improve. The subject manager leads the development of the subject with expertise and enthusiasm. Her work so far has led to higher standards and the evidence of the inspection suggests that this will continue.

MATHEMATICS

106. Standards in mathematics are currently in line with the national average. This is satisfactory progress since the last inspection. In 2002 there was a marked improvement in the national test results for the Year 6 pupils, although the proportion achieving the higher

level was below the national average. Pupils' achievement is satisfactory and boys' and girls' attainment is not significantly different.

107. By the end of Year 2 more able and average pupils are beginning to understand numbers up to 1000, and partition numbers into tens and units. They solve problems in addition and subtraction and more able pupils use knowledge of multiplication tables to solve division and multiplication problems, including those involving money and measures. They describe and name simple flat and solid shapes and sort them according to their properties. They draw and get information from charts, lists and simple graphs. They talk about their work, explaining how they have worked out the answer to a problem, or the method they used for a calculation.
108. By the end of Year 6 more able and average pupils use addition, subtraction, multiplication and division to two places of decimals to solve problems. The higher attaining pupils find solutions to problems with many steps, and the average pupils solve problems with two or three steps. Lower attaining pupils solve one-step problems. All use a variety of methods, both formal and informal, for calculations. They talk about how they have done this, explaining very well and discussing the merits of different methods using correct mathematical language. All pupils check their work using knowledge of the relationship between addition and subtraction, and multiplication and division, or by using methods that they have designed themselves. They solve problems involving fractions, decimals, percentages, ratio and proportion. Lower attaining pupils work with simple fractions and on less complex problems. They calculate the perimeters and areas of rectangles and more complex shapes. They build on their knowledge of properties of shapes and solids. They measure angles to the nearest degree, and use the appropriate vocabulary related to this. They draw and interpret a range of graphs and charts, sometimes using information and communication technology (ICT), and use graphs and charts in other subjects, such as science.
109. Pupils with special educational needs achieve well and fifty per-cent are predicted by the school to reach levels in line with what is expected nationally in the tests for Year 2 and Year 6 pupils in 2003. Support for pupils with English as an additional language is good. The school has set ambitious targets for 2003 for all pupils.
110. Teaching and learning in mathematics lessons are good overall in Years 1 and 2. For the pupils in Years 3 to 6, teaching and learning are very good overall, and sometimes excellent. Pupils' attitudes to their mathematics work, and their behaviour in mathematics lessons is good for the infants and very good for the juniors. In some junior lessons it is excellent.
111. Teachers have high expectations of pupils, although the level of challenge for the more able Year 1 and 2 pupils could be higher. Most lesson planning takes into account the different levels of ability of pupils in the class, so that all can make progress and achieve. However, in some lessons for pupils in Years 3 and 4, pupils of all levels of ability are not appropriately challenged. The pace of learning is satisfactory overall in lessons for Years 1 and 2 and good in the lessons for Years 3 to 6, where it contributes to good learning by

matching the pupils' rate of learning very well. All teachers expect pupils to explain their reasoning about the mathematics they have done. Year 1 and 2 pupils use whole sentence answers to teachers' questions, and a range of correct mathematical terms. Pupils in Years 3 to 6 use an increasing range of appropriate mathematical vocabulary and give more complex and lengthy explanations. They do this because teachers use the correct language for pupils in their teaching, and give them time to think about their answers. Pupils are often encouraged to talk to a partner about what they will say so that their explanations are clear in their minds before they respond to the teacher. As pupils get older, they increasingly write explanations of methods using words and symbols. Pupils are given homework, relating to the work done in lessons, so that this can be shared with parents or carers. Teaching and learning in number is a strength of the school. Opportunities for pupils to do investigative work in more open-ended problems are more limited

112. Activities for pupils to do are well matched to what the teachers want them to learn. Pupils with special educational needs are well supported by teaching assistants, who help pupils to listen to and understand what the teacher is saying. Most are very skilful in supporting pupils who need it, talking quietly so that this does not distract the teacher and the other pupils.
113. The school's procedures for checking the progress of pupils' mathematical learning are good. Teachers make an evaluation at the end of every mathematics lesson so that they can make a judgement about what to teach next to help pupils make progress in their learning. Pupils' progress is matched to the key objectives in the National Numeracy Strategy Framework. The school is developing systems for checking pupils' progress against National Curriculum levels in order to set targets for classes or particular groups of pupils, as well as individual pupils. Agreement about the standards seen in pupils' completed work is also a developing area. Teachers plan work from the National Numeracy Strategy Framework. Most teachers' plans have learning objectives for all the pupils, and activities for different groups of pupils to help them achieve the objectives. They include references to other subjects where there are links, particularly in ICT and science, where pupils may, for example, use computers to draw graphs in a science activity. Teachers' marking of pupils' work often helps them to know how they can improve their work, by writing helpful comments. Pupils are also rewarded for good work or effort by praise from teachers.
114. Resources for the teaching of mathematics are satisfactory. Classrooms have a good range of colourful posters, number squares and number lines of various descriptions and other resources which support pupils' learning and help them to be more independent. This is particularly evident in infant classrooms. Nearly all members of staff have received some training in the National Numeracy Strategy, which is helping the school to raise standards. The use of OILS (Open Integrated Learning System) has been used successfully with pupils who lack interest in mathematics lessons, and has encouraged them to be motivated to work hard.
115. The leadership and management of the subject are good and ensure clear direction for the development of mathematics. The subject has been managed, until very recently, by

the schools' senior management team. Improvements in teaching, learning and standards in mathematics have been brought about by:

- the headteacher making mathematics and literacy priority areas for improvement, deploying finance and resources appropriately.
- Pupils being taught in groups according to their ability.
- Close checking of teaching and learning.
- Regularly looking at pupils' work to ensure it is at an appropriate level.
- Raised teacher expectations.
- "Booster" classes to help pupils fulfil their potential.
- Revision classes to help pupils prepare for tests.

116. Mathematics has been well led and managed since the appointment of the current headteacher. The recently appointed subject manager for mathematics recognizes that to keep the developments and improvements in the teaching and learning of mathematics moving forwards, there needs to be;

- Continued support for colleagues' planning, which she has begun to do effectively, to ensure that all groups of pupils are appropriately challenged.
- Further development of the use of checks on learning, using teachers' knowledge of pupils' achievement to set targets.
- Agreement about standards of pupils' work.
- More opportunity for investigative work

SCIENCE

117. Pupil's attainment in science is in line with the national average at the end of Years 2 and 6. The pupils' achievement is good. This is the result of good teaching and learning. Overall the pupils are making good progress in science as they move from class to class in the school.

118. Standards by the end of Year 6 have shown good improvement, seen in improved test results, since the last two sets of results where attainment was below average. The school recognised the results were not good enough and has worked hard to evaluate the strengths and weaknesses in the subject and to support areas it saw as needing development. The attainment of the pupils in science is rising but there is more to do to consolidate this position so that pupils attain their potential year on year. Improvements have been made because the subject manager has:

- Improved the quality of teaching and learning by discussing strengths and areas for development with colleagues.
- Improved the curriculum and lesson planning for science.
- Improved the resources within the school.

119. The current subject manager, standing in during the absence of the member of staff who has responsibility for the subject, has recognised the need to further improve the provision in the school by:

- Ensuring that pupils have plenty of opportunities for practical activities and reflect on what they have found out.
- Refining the schools' systems for checking what the pupils have learnt.
- Sharing teachers' expertise.
- Improving the resources in the school further.

120. In all classes there is no observed difference in the performance of boys and girls. The class teachers and the learning support staff support the pupils with special educational needs effectively. They work alongside the other pupils in the class and they make good progress in developing their scientific skills in relation to their abilities. The science curriculum is planned to ensure that the pupils have opportunities to plan, predict, observe and consider what has happened during their investigations. There is more to do to develop this aspect of the school's work. All areas of science are given appropriate coverage and the pupils are given opportunities to consolidate and extend their learning.

121. Satisfactory standards in Year 2 result from good teaching and learning in Years 1 and 2. Teachers promote observational skills and practical activities. For example, in the Year 1 class, pupils discussed the differences between living and non-living things, using real and artificial plants to make comparisons and to stimulate discussion.

122. Teachers plan their lessons well and ensure that the pupils are fully involved in learning; this ensures that they learn well. For example, in Year 5, the pupils were busy finding their pulse rate when their bodies were at rest. The aim of the experiment was to see what effect exercise had upon their pulse rate. Pupils recognised that consistent, accurate results were essential before they introduced variables into their tests. The pupils understand the need to have a fair test and make suitable scientific suggestions when answering scientific questions. In a very good lesson for Year 6 pupils, the teacher used very challenging and probing questions to check that pupils know the vocabulary they will need to explain how to carry out a fair test. When the pupils use non-technical vocabulary, the teacher corrects them and insists that they use the scientific terms. This takes the pupils' learning on well, reinforcing the importance of them thinking and acting as scientists.

123. Block graphs, tally charts and formal recording of results provide opportunities for pupils to use a range of skills when they write up their experiments. Evidence from their books shows that they are taught the importance of presenting findings neatly and clearly. ICT is used well to support the pupils' science learning with both information from the Internet and also charting their results making a valuable contribution to their learning.

124. Teaching in science lessons is most effective when teachers provide opportunities for the pupils to investigate and plan their own tests. It is less effective where teachers over-direct the pupils' work and spend too long talking to the pupils. In these cases the pupils find it difficult to sustain their concentration and as a result they do not learn as well. The pupils

are keen and eager to work in lessons. They show good attitudes to the tasks set for them. They find experimentation and investigation interesting and challenging and they work well with their peers to extend their learning. Pupils use increasingly complex scientific vocabulary in their written work.

ART AND DESIGN

125. Judgements about standards have been made mainly from looking at pupils' work from all year groups and all levels of ability, and talking to pupils and to the subject manager. Year 2 pupils achieve standards above those expected of children of their age. Standards for pupils in Year 6 are in line with those expected of pupils of their age nationally. This is an improvement since the last inspection, when standards throughout the school were satisfactory.
126. Art and design has a high profile around school, particularly at the lower site. Pupils' paintings and other work are valued and celebrated by being framed and hung on the walls in corridors alongside reproductions of the work of well-known artists. There is a wealth of beautiful artwork on display boards in and around classrooms.
127. Teachers use national guidelines to help them plan suitable work for pupils, and add to this their own ideas or those suggested by commercially published material. They look for opportunities to link art and design to other subjects, for example design and technology, where pupils may use knowledge and skills learned in lessons to decorate a functional object. Good teaching and learning are evident from the planning documents, the work seen and the pupils' positive attitudes. In a very good lesson, the pupils worked on the challenging task of drawing plants using pencil, chalk and oil pastel. They were completely absorbed in the task, and by the end of the lesson had produced some very attractive, closely observed pictures. They discussed how they had tackled problems while drawing, and what they liked about each others' work.
128. By Year 2, the pupils include much more detail in their work and colours are even more accurately chosen. A few are beginning to experiment with ideas about perspective. Very good use of ICT is made in the teaching and learning of art and design, especially with pupils in Years 1 and 2. Year 2 pupils had used computers to create pictures inspired by Paul Klee's painting "The Lamb". They had covered the paper in freeform lines drawn very close together, showing good computer mouse control. These were then divided into areas using straight lines. Each area was filled with colours, thoughtfully chosen to imitate the effect in Klee's painting. Many of these pictures are outstandingly beautiful.
129. Year 3 and Year 4 pupils enhanced their understanding of ancient Egyptian practices in the preservation and burial of the dead, through artwork. This was during workshops funded by the Calderdale Council, where professional artists came to the school and supported pupils' learning. With this help, and working together with other pupils, they made and decorated sarcophagi and death masks using a variety of skills, such as cutting, folding, and making and moulding paper-maché, and applying their knowledge of paint

techniques. The work is of good quality and is beautifully displayed in the hall and in classrooms.

130. In Years 5 and 6, pupils have designed and made hats using various materials, which they had collected, and techniques that would strengthen the structure of their hats and fit them to their heads. The hats were to be on a single colour theme, which was something that the pupils found difficult, because of gaps in their knowledge. Teachers therefore planned and taught extensively about colour, before pupils could resume work on their hats. When drawing and painting, these older pupils show that they know how to indicate the movement of people or animals and draw figures in proportion. These pupils also had the opportunity to work with professional artists from Calderdale Council on a window hanging and a wall hanging. Their translucent window hanging was made using the Batik technique, where areas of cloth are coated in wax while colours are applied to un-waxed areas. The wall hanging is made up of squares of felt made by individual pupils and decorated with patterns and images, enabling them to explore shape and colour. Squares were joined together to make a large wall hanging. This is in stunningly bright colours and is very attractive. Both of these projects gave a high level of challenge to pupils.

131. Support for pupils with special educational needs and those for whom English is an additional language is good. Resources for the teaching of art and design are satisfactory. The lower site has the advantage of a dedicated art room.

132. Leadership and management of the subject are satisfactory. The subject leader has only recently taken up post. She supports planning throughout the school, taking an active lead in planning the work for pupils in Years 1 and 2. She checks teachers' medium term planning and pupils' completed work, to ensure coverage of the curriculum. Work is checked according to the national guidance used for planning work, but agreement about standards in the National Curriculum is underdeveloped, as is the method for checking pupils' work to show what they need to do next to improve. The guidance provided to help teachers plan pupils' work, and the support given by the subject leader has impacted positively on the progress made by pupils in Years 1 and 2 and on the standards they achieve, but has yet to significantly impact on the work of the pupils in Years 3 to 6.

DESIGN AND TECHNOLOGY

133. Only two lessons in design and technology were seen during the inspection, so judgements about standards have been made mainly from interviews with the subject leader and pupils, and from looking at pupils' work. Standards for throughout the school are above those expected of pupils of their age nationally. This is an improvement since the last inspection, when standards for all pupils were satisfactory.

134. The subject manager has introduced the national guidelines that teachers use to help them plan appropriate work for pupils. This ensures thorough coverage of the curriculum so that pupils can make step-by-step progress in their skills, knowledge and understanding. Individual teachers choose whether they teach design and technology lessons in blocks, or spread the pupils' learning over a period of weeks. Teaching is also supported through the use of commercially published material. Opportunities for links with other subjects are

planned. For example, when designing and making a coat, they start with the Bible story of "Joseph's Coat of Many Colours". Resources for teaching design and technology are satisfactory.

135. Pupils' attitudes to design and technology are good. The planning documents, the good range of activities and the pupils' work show that teaching and learning in design and technology are good. In a very good Year 5 and 6 lesson, pupils showed a high level of independence, and how well they could work under the pressure of a timed activity. The different types of bridges made by co-operative groups of pupils demonstrated this. The bridges had to fulfil particular load-bearing functions. The work showed that they had made good use of the materials available, so that their structures were strong and fulfilled the required function.
136. Pupils in Years 1 and 2 talk about what they want to make well. They explore materials and increasingly use labelled drawings to help to plan their work. They understand that a plan indicates what the finished object will look like, but they know that this may need to be changed for a variety of reasons. Year 2 pupils use a variety of tools and equipment, such as scissors, glue, sticky tape, paper and card. They make their own templates to ensure consistency in size of repeat components. They do this well and produce attractive and functional finished products. All the pupils in one Year 2 class could evaluate picture frames, which they had made and decorated, say what they liked about them, and think how they might improve their designs. Pupils in Years 3 and 4 develop an understanding of control through the investigation of simple pneumatic systems, and then design and make a pneumatic toy. They work increasingly in teams, sharing ideas, and allocating tasks appropriately. Their plans for their designs are more detailed thoughtful, and more care is taken. Older pupils in Years 5 and 6 produce, and work from, very detailed plans based on their knowledge of a products' basic features. They work collaboratively with good independence. They check work as it progresses and test and evaluate the final products. Support for pupils with special educational needs and those for whom English is an additional language is good.
137. At the end of a unit of work, teachers check pupils' work against criteria given in national guidelines. Teachers keep records of what pupils have achieved so that they can check the progress made by each pupil.
138. Leadership and management of the subject are good. The subject manager checks and evaluates teachers' planning and the work done by pupils. She has secure knowledge of standards as she has related the criteria used for checking pupils' work to the levels in the National Curriculum. Agreement about the National Curriculum levels shown in pupils' work now needs to be developed, so that all members of staff are informed about standards. She has supported staff development in design and technology by providing training sessions, which has built up teachers' confidence in teaching the subject. She regularly reviews the progress of design and technology and addresses any needs. Systems for checking how well pupils have achieved at the end of a topic are in place, but the checking of the development of pupils' skills knowledge and understanding, which can indicate what they need to do next to make progress, needs to be improved.

GEOGRAPHY

139. During the inspection three lessons were observed in this subject. Evidence was collected from the scrutiny of pupils' work and displays and discussion with the subject manager. These show that pupils attain the standards expected by the end of Years 2 and 6. At the time of the last inspection standards were judged to be the same.
140. As a result of working through a very effective school set of plans based on national recommendations and delivered over a two year cycle, pupils receive a broad and balanced curriculum involving a wide range of studies in all areas of the subject. The whole set of plans is regularly reviewed and evaluated. This ensures that all pupils, including those with special educational needs, receive the best possible curriculum. This helps them to develop an understanding of their environment and the differences between their lives and those of people in other parts of the world.
141. By the end of Year 2 pupils study the local features of the area. They compare their own local area with other locations; they investigate Katy Morag's Scottish Island home, and its location on the map. Pupils successfully plot their route to school. They investigate their local environment and investigate things they would and would not like to see there. They try to identify where Barnaby Bear is on his travels, by looking at his 'holiday photographs'.
142. By the time the pupils reach the end of Year 6, they have learnt about climatic conditions. They are aware of the water cycle and have studied the course of the river Calder. Their written work in this is well presented with clear well-labelled diagrams. In two very good lessons observed, Year 5 and 6 pupils used their very good technology skills to produce a graph depicting data they had collected on visits to Skipton and Halifax regarding different types of shops in the two towns. They then went on to find differences and similarities between the two and discuss reasons for them. This resulted in very good reasoned understanding and learning taking place, and very good development of pupils' speaking and listening skills.
143. As no teaching was seen in Years 1 and 2 no judgements on teaching and learning can be made. The quality of teaching and learning in Years 3 to 6 is good. Where teaching and learning are good, pupils are actively engaged in the task and have purposeful discussions with each other. They understand what is required of them and are able to work independently. Appropriate tasks that have clear expectations ensure that good learning takes place. This was observed in a good Year 5 lesson, where pupils used their technology skills to produce a graph using data collected on a field study visit. Good learning took place both geographically and mathematically. While in a satisfactory lesson seen in Year 3, good planning ensured that all were fully involved as they discussed how the view from a window had changed over a period of years, speaking and listening skills were being developed. The good relationships between teachers and pupils help ensure that lessons are well managed

and behaviour is good overall. Planning is good and is detailed. Most lessons are interesting to the pupils and this supports their learning.

144. The curriculum is developing very well under the leadership of the subject manager who has very good subject knowledge and a very clear view for the future progress of the subject. She has very clear, detailed plans for developing and delivering the subject using cross-curricular links. The subject manager checks teaching by discussions with pupils and evaluating their work. She also reviews teachers' planning and the way in which they check pupils' work. Resources are good. Very appropriate use is made of visits to geographical sites, such as the Year 5 and Year 6 visits to Skipton and Halifax. The use of information and communication technology in geography is a strength of the subject.

HISTORY

145. During the inspection one lesson was observed in this subject. Evidence was collected from the scrutiny of pupils' work, displays and discussion with the subject manager. These indicate that pupils achieve the standards expected at the end of Years 2 and 6. At the time of the last inspection standards were judged to be the same.
146. As a result of working through a very effective whole-school programme of work based on national recommendations and delivered over a two year cycle, pupils receive a broad and balanced curriculum involving a wide range of studies in all areas of the subject. The whole scheme is regularly reviewed and evaluated. This ensures that all pupils including those with special educational needs receive the best possible curriculum. Pupils learn about the history of their own locality, and the rich culture they have inherited. They also learn about past civilisations and events, which gives them a good sense of time.
147. One lesson was observed in Years 1 and 2 during the inspection. By the end of Year 2, pupils develop a good knowledge and understanding of people in the past and how they lived. They have a clear understanding that these people lived in a very different way; they study older artefacts such as irons, cameras and telephones, comparing them with the models we use today. In the same way they look at old and new forms of transport. They investigate rail transport further when they visit the railway museum in York. Their sense of time past is further developed through the use of time lines, and the comparisons they make of differences in dress and the streets.
148. By the end of Year 6, pupils have knowledge of the different periods of British history. They develop an understanding of life during the Second World War. When pupils learn about this time, they gain an understanding of the harsh living conditions of many people at that time, sleeping in air raid shelters, and living on very limited food rations. Pupils studying the Ancient Egyptians, learn about hieroglyphics, they value the work of archaeologists and the artefacts they have discovered. During a museum workshop, pupils develop their art and design skills when reproducing Egyptian artefacts, including death masks and a sarcophagus. The emphasis in lessons is clearly one of finding out information from a wide range of sources. After careful examination of these sources, the pupils develop a good understanding of how people from the past lived, and they come to

appreciate the legacy that different civilisations have left to our lives today. Very good illustrations and accurate guidance encourage the pupils to make careful observations and well-considered deductions so that they gain a good understanding and sense of time.

149. As only one lesson was observed, no judgement can be made on teaching and learning across the school.
150. The curriculum has developed very well under the leadership of the recently appointed subject manager. She has very good subject knowledge. Her very clear view for the future progress of the subject means that she has very clear ideas for developing and delivering the subject. The subject manager checks teaching by discussions with pupils and evaluating their work. She also checks teachers planning and their evaluations of the pupils' work. Resources are developing well and the school makes effective use of a wide range of resources in the locality to promote effective learning for all pupils, including those with special educational needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

151. By the end of Year 2 standards in information and communication technology (ICT) are in line with those found nationally. By the end of Year 6, standards are above those found nationally. All pupils throughout the school, including those with special educational needs and those with English as an additional language, make good progress. Standards and progress are above those found at the time of the previous report. The school has computer suites on both sites and all classrooms have at least one computer. This is a vast improvement since the previous report when the computer suite consisted of five computers.
152. Teachers now have flexibility to teach a whole class at the same time or make specific provision for smaller groups. An effective set of lesson plans is in place based on national guidelines. This enables teachers across the school to plan teaching and learning with clear progression of skills and technology. The introduction of the suites allows all pupils enough access to computers to enable them to reach the standards they are capable of achieving. Standards are currently improving at a rapid pace. Key factors for this improvement are that all staff have received training, the school has adopted an effective set of lesson plans, there has been a review of hardware and software and good investment in new equipment and facilities.
153. Year 2 pupils were observed making good progress when selecting a transport picture from a web site, copying it to use with Word and printing a sentence about it. Most pupils are able to log on efficiently and use their own password, follow instructions from the teacher to find the correct site. Pupils understand computer language, for example, they know the meanings of drop down page, minimise, maximise, bold, underline. They have learnt the appropriate skills of moving the cursor through the touch pad (mouse). Pupils learn how to give their 'picture' a title and save to their personal file. Pupils use their skills to change the size, shape and colour of text they have typed into the computer. They explain how they use a programme to fill the petals with colour. Year 2 display interesting computer

designs based on Pieter Mondrian's picture called Red, Yellow and Blue. However, during the inspection, computers in the Year 1 and 2 classes were rarely used to further develop pupils' information and communication technology skills, for example, to complement the work in numeracy and literacy.

154. In Years 3 to 6, pupils benefit from the good and often very good teaching and there is effective learning taking place. No lessons were observed for Year 3 or 4 but there is evidence that these pupils have their entitlement to the subject. Year 3 display dazzle colour patterns based on their knowledge of pointillism. Year 4 know and display good examples of how to alter font size, type and colour for emphasis and to create a good effect. They use this knowledge in word-processing their study of the Egyptians. Older pupils in Years 5 and 6 learn how to develop a multi media presentation. They use text, graphics, sound and photographs to create a presentation on the theme 'bullying'. All pupils are included, and those with special educational needs sometimes struggled trying to remember the sequence of commands required to develop appropriate effects, but soon grasped the necessary sequence with good adult help and then made good progress. Teachers made good use of the digital camera in preparation for this lesson. Pupils dramatised their ideas of being bullied on camera. Pupils added sound effects to accompany their dramatisation giving them a great sense of achievement. This topic on 'bullying' gave added dimension to the pupils' moral development, emphasising the schools principles that teaches pupils to distinguish right from wrong. Most pupils across are able to use the keyboard but many are slow at typing using only 1 or 2 fingers and are unsure of the keyboard layout. Overall keyboard skills are under developed.
155. The teaching of the subject is good in Years 1 and 2 and very good in Years 3 to 6. This results in good learning overall. The work undertaken builds carefully on what pupils have learnt in previous lessons. This makes the learning effective. Teachers make very good use of support staff, using them very effectively to work with specific groups of pupils. The technician is an invaluable asset to the teaching. She enables the teacher to teach uninterrupted whilst she displays the appropriate text and graphics on the interactive screen. This is excellent co-operation between these two adults ensuring very good learning take place. Pupils support one another by offering advice and demonstrating their successes. They patiently wait for assistance from an adult and their behaviour is often very good. The teachers establish good working routines, for example, in the way pupils regularly save their work and shut down the systems so that they are ready for the next session. There is clear evidence across the school to show that the use of information and communication technology is being used in a range of subjects. For example, in a Year 6 geography lesson very good technology was used to assist geography investigations when comparing and contrasting Halifax with Skipton. All pupils experience word processing to enhance their work in English, they draw and colour art and design programmes, and older pupils use CD Roms and Internet sites to carry out independent research in history. The school has firm plans to develop the use of information and communication technology to support all curriculum areas.
156. The very enthusiastic Technician/ICT Support Assistant runs computer clubs for pupils twice a week. This same person runs very good computer courses for parents and

carers. This is a ten-week course, one evening per week, teaching basic skills. Parents complete an evaluation form. One wrote, "It's been great learning new things and especially to be able to learn with my son". All parents are very appreciative of this opportunity and enjoy the fun element of these evening classes. The school is developing very good partnership with parents through this facility. Each year, Year 6 pupils experience a residential visit to Sutherland Lodge for outdoor and adventurous activities but this also includes developing ICT skills. Pupils enjoyed demonstrating their ICT skills to the other pupils with a Power Point presentation about this visit.

157. The subject manager is knowledgeable and well organised. Resources are good and well matched to the capabilities of the pupils as well as to the demands of the ICT curriculum. The subject manager has taken local education authority advice on how to develop a system for checking pupils' learning. The Calderdale Assessment Plan is in place but he is looking for a more effective system matched to the needs of the school. Teachers' planning is checked but no checking of class teaching is yet in place. A school web site has been created to give relevant information about the school and for pupils to publish aspects of their work and life in school. For example, Year 5 pupils published a questionnaire about their study of the Egyptians. There are firm plans to update resources, for example, through the purchase of more interactive whiteboards. The subject is very well placed for further development and for pupils to make more rapid progress.

MUSIC

158. Pupils' attainment is as expected for their ages at Year 2 and Year 6. All pupils, including those with special educational needs, make satisfactory progress. This is similar to the last inspection and the school has maintained its satisfactory standards. The teaching of singing has received very good attention and this is now a very good aspect of the music curriculum.
159. The introduction of national guidelines for music has been well incorporated into the existing set of plans.
160. Only two lessons were seen, one in Year 2 and one in Year 4. Pupils learn well how to follow the rhythm and pulse of a tune, miming actions in sequence. They sing in tune and compose simple rhythms using a variety of untuned instruments with appropriate control and technique. They enjoy working in small groups with a 'conductor' and watch, listen and perform collaboratively. They perform enthusiastically in front of others and use instruments with care. When listening to extracts of music they distinguish between different rhythms and styles.
161. As they move through the school, pupils make satisfactory progress. They make good progress with their singing. They learn to sing very well, with good control of breathing and paying increasing attention to dynamics. This is because the subject manager who teaches singing has excellent subject knowledge and teaches singing exceptionally well. Pupils listen attentively to instructions and follow them well to improve their skills. Pupils sing increasingly complex rhythms and perform confidently in front of each other.

162. The quality of teaching is good overall and has some good features. The teachers use the national guidelines and their existing plans to provide a programme of appropriate activities. This is well embedded in practice and results in most pupils being interested and enjoying their learning. Planning is clear and well structured. In addition there are opportunities for pupils to have additional tuition in a range of instruments from the local music service. However, these pupils' skills are not used in the class music lessons. Opportunities are given for pupils to appraise the music they hear and this results in them developing their speaking and listening skills by expressing their own opinions and sharing these with others who listen and respond with interest.
163. The very good school choir has been closely involved in a project through the Education Action Zone leading to a performance with other schools at a local theatre. Pupils have worked with songwriters, lyricists and instrumentalists to produce work that they will perform. Work with the Northern Orchestra and a composer in school has enriched the subject and provided pupils with opportunities to develop and use their musical skills actively. A performance of a puppet show called 'The Musical Garden' enabled pupils to see how music and theatre can be combined to good effect.
164. Music is managed well by two teachers who have excellent knowledge of the subject. Their work promotes greater interest and confidence in teaching the subject and good support is given by other colleagues who have some musical knowledge. Music has not been a focus for improvement recently but there is an effective scheme for checking pupils' learning by recording which pupils have or have not attained particular objectives. Resources are satisfactory and well used.

PHYSICAL EDUCATION

165. Pupils' attainment in physical education, in the aspects which could be evaluated, is similar to that at the time of the last inspection and meets National Curriculum expectations at the end of Years 2 and 6. The curriculum is better organised than at the time of the previous inspection with a greater range of resources. This is a focus area for improvement. National Curriculum Programmes of Study are fulfilled with suitable arrangements for swimming. Together with the opportunities provided for extra curricular activities and for inter-school sports, such as through the work with a local 'Sports College' High School, there is good curricular provision.
166. Two lessons were seen during the inspection, which is not enough to make an overall judgement on the quality of teaching and learning. However, observation of the skills shown by the pupils in these lessons indicates that they are achieving appropriately. Pupils' games skills are in line with expectations for their age. Pupils in Year 1 show proper control of a ball using their feet and in throwing and catching. Year 4 pupils link dance movements appropriately in a smooth and controlled way. Proper attention is paid in both lessons to the need to warm up and cool down at the beginning and end of physical exertion. Pupils work well with others in the main but sometimes find it difficult to listen to instructions. Boys and girls play well together and have equal opportunities to succeed. They are suitably changed

for physical activity. Pupils' behaviour is satisfactory overall. Resources are used well with sufficient for everyone so that all are kept active. Teachers show pupils the correct way to do things, such as the correct way to hold a racquet. Relationships with the pupils are good. Teachers make good use of demonstration by pupils but do not always set out the criteria for evaluating the demonstrations.

167. Good use has been made of professionals in sport who work in the community in rugby and in football to help improve pupils' skills, to increase the staff's expertise and to provide extra resources. The subject is well managed. Resources for the subject are good and enable all pupils to be active in lessons. The school makes good use of the outside areas to practice games skills.

RELIGIOUS EDUCATION

168. There is satisfactory provision for religious education. The subject is well led by the subject manager. By the end of Year 2 and Year 6 pupils attain the expectations of the locally agreed syllabus. The major world religions of Christianity, Islam and Buddhism are studied. Pupils' understanding of differing religious beliefs enriches their own spiritual, moral, cultural and multi-cultural lives. Since the last inspection, when attainment and provision at Year 2 and Year 6 at the expected levels, they have remained the same.

169. When pupils enter Year 1, they have some background knowledge of the main traditions of Christianity and other faiths. By the time they reach the end of Year 2, they have learned much more about the Christian festivals of Christmas and Easter, and the Islamic festival of Eid. Pupils learn about different faiths and the ways that people celebrate different occasions. In this way teachers prepare pupils well and enable them to have an understanding of different faiths and customs. They begin to investigate their own and others feelings and the qualities necessary in order to relate well to others.

170. By the end of Year 6, pupils learn about Jesus and think about the kind of person he was. They study their families and their feelings, and the qualities necessary to be a Christian. They learn about, and can re-tell, significant stories from the Bible and other holy books. Pupils are encouraged to articulate their own thoughts and to think about their own lives and beliefs.

171. Following a scrutiny of work, and discussion with pupils, learning is judged to be satisfactory. Teachers have sound subject knowledge. This is shown in the way in which they lead discussions with pupils about their thoughts and feelings. In a good lesson for Year 1 pupils, the teacher provided very good resources to show the pupils how the Easter story is represented in symbols. The teachers have good expectations of the pupils and actively encourage them to improve their knowledge of different religions. Throughout the school, pupils of all abilities, including those with special educational needs are fully involved in all lessons and are given tasks to do that are appropriate to their ability.

172. The subject is well planned. It is based on the locally agreed syllabus, and this along with the school's clear structure of lessons, provides a good basis for the delivery of the subject. Pupils make visits to local places of worship. Such visits help the pupils to

appreciate how people of different faiths worship, and how this supports the needs of others. Local faith leaders have visited the school.

173. There is effective management of the subject. The subject manager has a clear view of the development of religious education throughout the school, and is enthusiastic about the way in which she wishes the school to improve. In the organisation of the curriculum, through a comprehensive scheme of work, teachers have effective guidance for the planning of their lessons. Resources have been developed to enable teachers to provide pupils with real items of religious significance. The subject manager recognises the very important part that the subject plays in promoting the spiritual, moral, social, cultural and multi-cultural development of the pupils. There has been some checking of teachers' planning and the work that pupils do so that the subject manager can decide what needs to be done to improve the subject further.