

INSPECTION REPORT

BEECH HILL JUNIOR AND INFANT SCHOOL

Halifax

LEA area: Calderdale

Unique reference number: 107488

Headteacher: Mrs Irene Harford

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 13th – 16th October 2003

Inspection number: 255469

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11 years
Gender of pupils:	Mixed
Number on roll:	363
School address:	Mount Pleasant Avenue Halifax
Postcode:	HX1 5TN
Telephone number:	01422 345004
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Appropriate authority:	Governing body
Name of chair of governors:	Councillor Mohammed Najib
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

The school is larger than most primaries. There are 363 boys and girls, most of who attend full- time including 54 children in two reception classes; at the time of the inspection, 40 children were attending the nursery on a part-time basis. There are fairly equal numbers of boys and girls, but significantly more boys in reception and years 1 and 2. The majority of pupils are of Asian Pakistani heritage. Minority ethnic groups include pupils from Asian Bangladeshi heritage; Chinese; and white British heritage. Most pupils speak English as an additional language, with 11 per cent at an early stage of learning English. There are five asylum seekers speaking Arabic and Portuguese as their first language. A fairly high proportion of pupils joins and leaves the school other than at the usual admission and transfer times. The proportion of pupils with special educational needs (20 per cent) is broadly average, although a higher than average proportion has severe learning difficulties; these pupils have a formal statement in relation to the provision that must be made for them. The range of pupils' needs includes, social, emotional and behavioural difficulties, physical difficulties and difficulties with speech and communication. The proportion of pupils entitled to free school meals (almost 46 per cent) is well above the national average. The area in which the school is situated is socially and economically disadvantaged. As such it is part of an Educational Action Zone¹ (EAZ) and is involved in the government's Excellence in Cities (EiC) projects. Children's attainment when they begin school is very low compared to what is expected for their age, especially in the area of communication, language and literacy. The school has gained a number of awards. These include, the Healthy Schools Award; Investors in People; and a School Achievement Award.

¹ An area identified as suffering from significant social deprivation and in which some schools are targeted to receive additional funding to improve aspects of their work. Inclusion in EiC projects is on a similar basis.

INFORMATION ABOUT THE INSPECTION TEAM

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11528	Mr Mike Wainwright	Team inspector	Special educational needs Mathematics Information and communication technology Geography Physical education
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22421	Ms Val McGrath	Team inspector	Science The Foundation Stage English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides good value for money. Despite the barriers to learning presented by the high proportion of pupils who speak English as an additional language, effective leadership, good teaching and a good curriculum ensure that most achieve well. This has resulted in rising standards. Whilst good specialist teaching of English as an additional language and effective bilingual support promote some good progress for pupils at an early stage of learning English, the school does not distinguish sufficiently well between the distinct needs of this group and those with special educational needs. Pupils in both of these groups make overall satisfactory progress. The school works hard to meet the needs of asylum seekers, but these pupils do not always achieve as well as others.

The school's main strengths and weaknesses are:

- Most pupils in years 1 to 6 achieve well.
- Teaching and the curriculum for pupils in years 1 to 6 are good.
- The curriculum for nursery and reception children is unsatisfactory.
- Throughout the school, pupils are very keen to learn and behave well.
- The headteacher provides good leadership and the school is governed well.
- There are weaknesses in the way that provision for pupils with special educational needs is led and managed and how pupils' specific learning needs are identified.
- Teaching and pupils' progress in mathematics is far better in years 1 and 2 than in years 3 to 6.

The school has made good progress since its last inspection in 1999. Almost all of the key areas for improvement have been successfully addressed. Standards and achievement in English are better. Provision for information and communication technology (ICT) has improved and standards in this subject have risen. Support staff are making a more effective contribution to teaching and learning. There are satisfactory strategies to deal with any weaknesses in teaching. Provision for nursery and reception children remains a weakness, but the school has encountered some setbacks in this area. Improvement has also occurred in other areas, such as teaching and the curriculum and pupils are achieving better standards in a range of subjects. Attendance and punctuality have improved, as have pupils' attitudes, behaviour and other aspects of their personal development. Governors are more involved and effective than they were in 1999.

STANDARDS ACHIEVED

Most pupils achieve well. This is seen in the table below showing that whilst the year 6 test results in 2003 were below and well below average compared to all schools, they were much better when compared with similar schools. Inspection evidence generally reflects these findings. Junior pupils achieve well in all aspects of English. By year 6, skills in reading, speaking and listening are broadly average. Writing skills are below average, but are showing good improvement, although boys do not achieve as well as girls in this aspect. Whilst science standards are well below average and those in mathematics are below, they too are rising. Standards in years 1 and 2 are below average in all aspects of English and in science, but progress in these subjects is good. In mathematics, progress is very good and pupils reach average standards by the end of year 2. Throughout years 1 to 6, most pupils attain the expected standards in ICT and music and above average standards in RE and history. Progress is good in all of these subjects. It was not possible to make secure judgements about standards and achievement in art and design, design and technology, geography or physical education (PE) because insufficient work was seen.

Nursery and reception children do well in the area of personal, social and emotional development and are on target to reach the expected goals by the end of the reception year. However, in the areas of communication, language and literacy, and knowledge and understanding of the world they underachieve; standards are well below those expected at the end of the reception year. In all other

areas², progress is satisfactory. However, whilst standards in creative and physical development are broadly in line with what is expected by the end of reception, standards in mathematical development are below.

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E	E	B
mathematics	E	E	D	A
science	E	E	E	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar proportions of pupils entitled to free school meals.*

Pupils’ personal qualities, including their spiritual, moral, social and cultural development is good. Pupils enjoy school, behave well and are keen to learn. They attend regularly and are punctual.

QUALITY OF EDUCATION

The school provides pupils with a good education. Teaching in years 1 to 6 is good overall, but in the juniors, mathematics teaching is not as good as in years 1 and 2. Teaching for nursery and reception children is mostly satisfactory. In years 1 to 6, there is a good curriculum, enriched by practical experiences, visits and visitors. Provision for humanities³ is a strength. In some classes, there is not enough time for PE. The curriculum for nursery and reception children is unsatisfactory because it does not adequately cover all of the required aspects. The school has good relationships with parents and works hard to involve them in their children’s learning.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall. The headteacher, deputy, senior managers and governors have high expectations of what pupils can achieve and are committed to raising standards. Procedures for checking and evaluating some aspects of the school’s work are not as clear as they should be.

PARENTS’ AND PUPILS’ VIEWS OF THE SCHOOL

Parents are very happy with the education provided and have no significant concerns. Pupils are also positive about the school and like that their views are sought and acted upon.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- make better provision for nursery and reception children;
- improve systems for identifying pupils with special educational needs;
- ensure consistency of teaching and pupils’ progress in mathematics between infant and junior pupils.

² Mathematical, physical and creative development.

³ Geography, history and religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Whilst standards in the core subjects⁴ are below, and sometimes well below, average, pupils in years 1 to 6 generally achieve well in relation to their prior attainment. However, in mathematics, pupils in years 3 to 6 do not progress at as good a rate as those in years 1 and 2. Overall, the progress of pupils with special educational needs and those at an early stage in learning English is satisfactory, but not as good as that of other pupils. In English, boys do not achieve as well as girls. The achievement of nursery and reception children is satisfactory overall, but varies from good to unsatisfactory in different areas of learning.

Main strengths and weaknesses

- Nursery and reception children make good progress in their personal, social and emotional development, but do not achieve high enough standards in the areas of communication, language and literacy and knowledge and understanding of the world.
- Year 1 and 2 pupils make very good progress in mathematics, but in years 3 to 6 progress in this subject slows to an overall satisfactory level.
- Pupils make good progress in RE and history and achieve above average standards.
- Overall, pupils in years 1 to 6 make good progress in English, science, ICT and music.

Commentary

1. When children begin nursery their standards are very low in relation to what is generally seen at this age. In particular, many have very little English and limited competence in mathematics. Personal and social skills are also underdeveloped. Children make good progress in personal and social development and are on target to achieve the goals expected by the end of the reception year. Although standards in mathematical development are below those expected by the end of reception, overall, progress in this area is satisfactory. In physical and creative development, progress is also mostly satisfactory; the majority of children are on target to achieve the goals expected by the end of the reception year. Standards in communication, language and literacy and knowledge and understanding of the world are well below those expected by the end of the reception year and children do not achieve as well as they should in these areas. Speaking and listening skills are promoted effectively in the reception classes, with bilingual support staff making a particularly good impact alongside the opportunities children have to interact with each other in play and other activities. Whilst bilingual support in nursery is also effective in helping children understand the curriculum, there are too many missed opportunities to encourage children to speak. Progress in reading is satisfactory, but more could be done to enthuse children about reading. Writing skills are not promoted well enough in either nursery or reception and children are not given enough stimulation or practical experiences to develop their knowledge and understanding of the world.

⁴ English, mathematics and science.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.2 (14.3)	15.7 (15.8)
writing	13.7 (12.9)	14.6 (14.4)
mathematics	16.6 (16.6)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets are for the previous year

2. The table above shows that year 2 pupils' national test results in 2003 were well below the national average in reading, below in writing, but broadly average in mathematics. However, compared to similar schools, these results were above average in reading and well above in writing and mathematics. Over time, reading results have remained fairly stable but writing and mathematics results have fluctuated. Nevertheless, inspection evidence shows that in all three areas, pupils are achieving better now than at the time of the last inspection. Teachers assessed pupils' standards in speaking as well below average. Inspection evidence shows that whilst standards in speaking, reading and writing are below and sometimes well below average at the end of year 2, this is mainly due to the barriers to learning presented by pupils' competence in English. Overall, pupils are making good progress in all these aspects. Progress in mathematics is very good, resulting in average standards by the end of year 2. While standards in science are below average, progress is good. In all of the subjects tested, there are no significant differences between the attainment of boys and girls.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.7 (25.4)	26.8 (27.0)
mathematics	26.2 (24.0)	26.8 (26.7)
science	27.5 (27.1)	28.6 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year

3. The table above shows that year 6 pupils' national test results in 2003 were well below the national average in English and science and below in mathematics. However, results in relation to similar schools were above average in English and well above in mathematics and science. Over time, year 6 test results have risen at a faster rate than those nationally. English results showed significant improvement in 2002 and this has been sustained in the 2003 tests. Science results have shown good rises each year since 1998. Over time, mathematics results have not risen at the same good rate as those in English and science, but this year (2003) they have risen significantly. Inspection evidence ~~also~~ shows that, while pupils' progress in mathematics is satisfactory overall, it is not as good as seen in this subject in years 1 and 2. This is due to inconsistencies in the quality of mathematics teaching in years 3 to 6. Whilst mathematics standards for the current year 6 group are well below those expected, in other junior year groups, standards are more reflective of what is expected for pupils' age. Test results show no significant difference between boys' and girls' attainment.
4. Inspection evidence shows that by year 6 standards in English are broadly average in speaking, listening and reading, but below in writing. However, pupils are achieving well in all aspects, due to good teaching and a good curriculum. Test results show that boys do not achieve as well as girls. Whilst this was not particularly evident during the inspection, the school is addressing the issue in a variety of ways, such as by acquiring reading material that captures boys' interest. Standards in science are below average by the end of year 6, but pupils are making good progress in response to good teaching and learning experiences. Test results show no significant difference between boys' and girls' attainment.

5. Throughout the school, pupils achieve well in ICT and attain broadly average standards. Good achievement is also evident in RE and history, where standards are generally above those expected. Whilst standards in music are broadly average, pupils make good progress in this subject. It was not possible to make secure judgements about standards and achievement in art and design, design and technology, geography or PE because insufficient work was seen in these subjects.

Standards achieved by pupils from different ethnic groups

6. An analysis of pupils' test results and other assessment data show that by the end of years 2 and 6 there are no significant differences in attainment in English, mathematics and science by pupils of different ethnic groups. Pupils at an early stage of learning English make good progress in acquiring skills and understanding of the English language. In other subjects, including English, mathematics and science, these pupils make mostly satisfactory progress due to good input from bilingual support staff and teachers. Progress is better when bilingual support is present. Although the school does as much as it can to support the learning of asylum seekers, there is little specialist support that it can draw on to meet their specific needs. The progress of the small number of pupils in this group is, therefore, not always as good as that of others.

The achievement of pupils with special educational needs

7. The provision identified in the statements of pupils with severe learning difficulties is well met by teachers and support staff so these pupils make good progress. Other pupils with special educational needs generally make satisfactory progress, because teachers and other staff work hard to help them learn. However, while teachers know their pupils well and plan work for them that they think is best, tasks are not necessarily always the most suitable to their needs. This is because they are not given sufficient guidance to identify pupils' difficulties. Consequently, whilst their progress is satisfactory it is not always as good as that of other pupils.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and behave well. Attendance and punctuality are good. Pupils' other personal qualities are also good because the school makes good provision for their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils' enthusiasm for learning.
- Willingness to take on responsibility.
- The quality of relationships and attitudes promotes a very good ethos.
- Occasional inappropriate behaviour in lessons of a very small number of pupils.

Commentary

8. Standards have improved since the last inspection. Pupils enjoy coming to school. This is reflected in their attendance, punctuality and eagerness to learn. In lessons they are keen to answer questions and explain ideas. They clearly enjoy working with a partner or as part of a group and do this well.
9. Relationships are good. Teachers value pupils' ideas and contributions and there is good sharing of ideas and strategies in lessons. Pupils show their ability to work independently, investigating problems and making good use of both books and the Internet to conduct research. The year 6 pupils are very proud of their responsibilities and carry them out conscientiously. The pupil action group has been influential in a number of ways, for instance in obtaining a water cooler. Pupils feel valued and know that this is their school.

10. Good behaviour is evident throughout the school. There is little evidence of bullying. Older pupils help to look after younger ones, ensuring that they feel safe and always have a friend in the playground. Occasionally inappropriate behaviour from a minority of pupils disrupts their own and others' learning. Most pupils are well mannered, friendly to visitors and keen to show and talk about their work. A very small number of pupils were temporarily excluded last year; the school only uses this sanction as a last resort.

Exclusions

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	17	1	
Asian or Asian British – Indian	1		
Asian or Asian British – Pakistani	205	3	
Asian or Asian British – Bangladeshi	36		
Any other ethnic group	3		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Pupils' spiritual awareness is good and is promoted well. Registration time often provides an uplifting start to the day, stemming from the caring, family atmosphere. Assemblies cause pupils to 'wow' with delight at the special effects used by the teacher when talking about lights and festivals. Teachers' good use of interactive whiteboards also injects a certain 'magic' to learning, with pupils showing amazement as images appear instantly. Some excellent displays that stimulate and celebrate learning enhance classrooms and corridors and promote pupils' self-esteem. Lessons are thoughtfully planned to include relevant links that promote moral and social development. In many situations, pupils are helped to understand the difference between right and wrong. Teachers are fair and provide good role models for pupils' relationships with others. In assemblies, certificates are presented for caring about others and for working hard. The school's raffle ticket system provides a good incentive for pupils to work hard and behave well.
12. Cultural awareness is promoted well and standards in this aspect are good. Pupils are well aware of their own and others' cultures. In RE lessons, for example, they learn to respect beliefs that are different to their own. Similarly, when comparing water supplies in geography, pupils appreciate that while they have constant access to clean water, children in some Third World countries do not. Assemblies also promote cultural diversity. For instance, when, in an Islamic assembly, the leader makes a relevant link with Christianity.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

13. Attendance is similar to what is found in most schools. The school works hard and successfully promotes good attendance, which is improving. In particular, extended holidays during term time are reducing.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education for most of its pupils. There are strengths in teaching and the curriculum for pupils in years 1 to 6. In nursery and reception, teaching is satisfactory overall, but the curriculum is unsatisfactory.

Teaching and learning

Teaching, learning and assessment are good in years 1 to 6 and have improved since the last inspection. Teaching and learning for nursery and reception children are mostly satisfactory, but some areas of learning are not taught well. Assessment for these children is unsatisfactory.

Main strengths and weaknesses

- Most teachers have high expectations of pupils and have good relationships with them.
- Teachers plan lessons that keep pupils interested.
- Speaking skills are promoted well and good use is made of ICT.
- Good specialist teaching for pupils learning English as an additional language and effective bilingual support.
- In nursery and reception classes, planning is unsatisfactory. Not enough use is made of assessment to plan work that matches children's needs.

Commentary

14. The table below shows the quality of teaching seen throughout the school during the inspection. Well over half is good or better, with a fifth being very good. With the exception of mathematics teaching, which varies between years 1 and 2 and years 3 to 6, teaching quality is similar throughout years 1 to 6. In response, pupils learn well and are achieving higher standards.

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (20%)	26 (46%)	15 (26%)	4 (7%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. In years 1 to 6, key strengths included, teachers' high expectations. This was seen in their challenging questions and the work they set pupils. Teachers kept pupils 'on their toes' in briskly paced lessons. They ensured that pupils were clear about what was expected of them in terms of quality and quantity of work. Moreover, they continuously promoted good English and urged pupils to answer in full sentences. This good focus is helping pupils become more competent users of English and helps to clarify their understanding. Lesson planning is good. This takes account of assessment information, in that work is generally well matched to

pupils' abilities, challenging them while allowing them to achieve success. Teachers are also very adept at making lessons interesting. For instance they use a wide range of artefacts and resources to gain pupils' attention, stimulate discussion and enquiry skills; link related content from different subjects so pupils see the relevance of what is being taught; and use varied methods, such as drama to sustain their attention. Good thought is given to how ICT can be incorporated in lessons. On many occasions ICT was used effectively, for instance, to help teachers explain things to pupils and to aid pupils in researching and presenting their work.

16. Lesson objectives are generally shared with the pupils at the start and revisited during lessons and at the end. This keeps them focussed and gives them a good insight into how well they have learned. A good example was seen in a year 5 literacy lesson where pupils were able to identify the spelling patterns and rules that they needed to practise more. Marking is good in English but more variable in other subjects. As well as being encouraging, the best marking gives pupils useful pointers on how they can improve. Homework is used satisfactorily to support the work done in class.
17. Teachers' good relationships with pupils make them want to work hard to please them. Whilst teachers manage pupils' behaviour well, they are not given enough support in helping those pupils with particular difficulties in this area because in many instances they do not have clear, individual targets to help them improve. Teachers and other staff work hard to support the learning of pupils with special educational needs by adapting work for them and giving them additional help. Throughout the school, most pupils are involved to some extent in assessing their own progress and identifying areas that they are pleased with and things that they want to improve. However, pupils with special educational needs are not sufficiently involved in setting their targets for improvement.
18. There are weaknesses in the way that nursery and reception children are taught knowledge and understanding of the world and aspects of communication, language and literacy, which prevent them from achieving as well as they should in these areas. In years 1 to 6, a minority of lessons were not taught satisfactorily. Weaknesses in these lessons were linked to some lack of subject knowledge by teachers; expectations of pupils that were too low; a slow pace; and inappropriate behaviour management. However, all of these lessons were individual cases and do not depict any particular trend of weak teaching in the school.
19. There is particularly good specialist teaching of English as an additional language. Bilingual support is also effective, but occasionally this is not provided even when a significant proportion of pupils clearly need it. In such situations, pupils are unable to benefit from good teaching because their understanding is limited.
20. Teachers and support staff do their utmost to make adequate provision for the small number of asylum seekers. To varying degrees, these pupils' limited competence in speaking English and experience of the English school system present significant barriers to their learning. Staff go out of their way to get phrase books in pupils' home languages and to support their learning in other ways, such as by using pictures and actions to help them understand. The local education authority (LEA) also provides some support, but the expertise needed to allow these pupils to take full advantage of the curriculum and teaching provided is limited.
21. There are weaknesses in the systems used to assess nursery and reception. These are evident in teachers' planning, which does not take sufficient account of the need to match work to children's needs. There are times, therefore, when children do not learn as well as they could because the work that they are given is either too difficult or too easy. Moreover, planning does not show how activities will be structured or developed to challenge the children. Relevant and useful links between the different areas of learning are not always made and there is a lack of stimuli in some areas.
22. Throughout the rest of the school, there are good assessment systems. The school records and tracks the progress of all pupils in years 1 to 6. Any unsatisfactory progress is noted and

action taken. Teachers in these year groups use assessment information to plan pupils' work and forecast their future attainment. At school level, the information is used effectively to set targets and compare the attainment of different groups, such as boys and girls, pupils of the same age in different classes, and those from different ethnic groups.

The curriculum

A broad curriculum, with good opportunities for enrichment, is provided for pupils in years 1 to 6. However, the curriculum for children in nursery and reception is unsatisfactory. The overall quality of resources, including staffing levels, and the accommodation is good.

Main strengths and weaknesses

- In years 1 to 6, there are strengths in the curriculum for English, mathematics, science, ICT and the humanities.
- The curriculum for nursery and reception children is not broad or rich enough and resources are unsatisfactory in some areas.
- The curriculum for pupils in years 1 to 6 is enriched through visits, visitors, involvement in local and national initiatives and the wide range of activities provided outside of lessons.

Commentary

23. A good curriculum, that meets statutory requirements, is provided for pupils in years 1 to 6. Overall, there has been good improvement since the last inspection. Weaknesses noted then in relation to the organisation for learning in literacy have been addressed. In response to analyses of test results, appropriate adaptations to the curriculum for English, mathematics and science have been made so that areas of weakness receive more emphasis. This is working well and learning experiences in these subjects are meeting pupils' needs. There are weaknesses, however, in the way that the curriculum for nursery and reception children is planned. Writing is not promoted well enough and the range of activities to help children develop appropriate knowledge and understanding of the world is narrow.
24. In years 1 to 6, curriculum provision for the humanities is a strength. Relevant, practical, experiences in all humanities subjects contribute well to the development of pupils' knowledge, skills and understanding. The good links that are made between these subjects and others, such as art and design, promotes pupils' enthusiasm for learning. A similar situation exists in ICT, where skills are used and applied in a range of lessons across the curriculum. There are some weaknesses in the way that the PE curriculum is organised, with some lessons being too short for skills to be developed effectively. In English, there is also a good emphasis on promoting speaking and listening skills.
25. The decision to direct additional bi-lingual support mainly to the infant classes is effective. Need is greatest here and the provision helps pupils understand the curriculum and promotes their competence in speaking English. However, apart from this and the specialist English language teaching, provision for pupils at an early stage of learning English basically mirrors that which is planned for pupils with special educational needs and is, therefore, not always appropriate. The hard work and commitment of teaching staff in supporting these pupils compensates for the overall lack of specific detail in the planned provision.
26. Pupils with special educational needs have appropriate work programmes to help them with literacy and numeracy work. Their progress is tracked satisfactorily and new targets are set as necessary. Withdrawal from lessons for additional help in literacy and numeracy is minimal, so pupils do not miss out on learning in other subjects. A minority of pupils need specific programmes to help improve their behaviour and attitudes to work, but these are not provided.

27. The broad range of extra curricular activities, visits and visitors and the school's involvement with arts and humanities projects, such as those offered through involvement with EAZ and EiC initiatives enrich learning. A good example, was where Years 5 pupils worked with architects to suggest ways to re-design Halifax town centre.
28. Overall, the accommodation for infant pupils is better than that for juniors, where two year 6 classes work in a demountable building with no toilet facilities. Elsewhere the accommodation is spacious and in years 1 to 6 is enhanced by good quality displays. The nursery and reception classrooms have been organised into areas of learning, but some of these lack appropriate resources to stimulate children and enrich the work that goes on there. There are strengths in resources for ICT, PE, music and library provision. Similarly, the good number of teaching and support staff enhance curriculum provision. However, that the special educational needs co-ordinator (SENCO) is the line manager for the considerable number of bilingual support staff does little to differentiate between the specific needs of these two distinct groups or acknowledge the competence of pupils who are learning an additional language alongside general schoolwork.

Care, guidance and support

The care, welfare and safety of pupils are satisfactory overall. Personal and academic support for pupils is good overall and their views on the school's work are actively sought.

Main strengths and weaknesses

- Very good liaison between home and school supports pupils' welfare.
 - Tracking of pupils' personal development is very good.
 - In some areas, systems to ensure pupils' health and safety are not rigorous enough.
 - There are weaknesses in the systems for identifying pupils with special educational needs.
29. The school has effective procedures for child protection and actively promotes pupils' welfare by providing opportunities for them to learn how to keep safe. Health and safety risk assessments occur regularly, but there are some weaknesses of which the school has been informed verbally. Others include uneven playground surfaces and registration procedures for the youngest children.
 30. Teachers know pupils well and respond sensitively to their personal needs. A very good feature of this aspect of the school's work is the care taken by teachers to keep records of pupils' personal development that are passed to colleagues and added to as children get older. This ensures that pupils' all-round development is promoted and supported well.
 31. Satisfactory liaison with outside agencies supports the provision for pupils with special educational needs. However, the school's system for identifying pupils with special educational needs is not well thought through. This results in large groups being identified as 'causing concern' and being placed on the school's record of special needs. They remain on this record for some considerable time because there is no urgency to monitor their progress with the intention of either moving them off the record or on to the next stage. Moreover, many pupils with English as an additional language inevitably score low against the school's criteria for identifying special educational needs because these are linked to competence in language and literacy. As a result, many pupils whose needs are purely related to their fluency in English are inappropriately classified as having special educational needs. Consequently, curriculum provision may not be tailored as well as it could to their needs and there are significant implications for pupils' self-esteem.
 32. Pupils of all ages have regular opportunities to raise ideas for improvements or express views. The work of the home/school liaison officer (HSLO) is also a very good means of finding out ways in which the school can help pupils. For instance, meetings have been arranged on health and welfare topics, some suggested by school and some by parents.

33. There are very good procedures for settling children into school. These include home visits before they start nursery and the arrangements for them to become familiar with their new teacher before they move up each year. The parents of younger pupils are welcomed into school routinely at the beginning and end of each session, enabling good communication with staff. Although some pupils feel that not everyone behaves well, most of those who responded to a questionnaire indicated that they feel safe in school.

Partnership with parents, other schools and the community

The school has good links with parents and is providing good encouragement for them to be involved in their children's education. There are also good links with the community, partner schools and colleges that benefit pupils' learning.

Main strengths and weaknesses

- The school makes good efforts to involve parents.
 - There is a good level of parental interest in their children's education.
 - Good community links.
34. The school has put in place a very good range of activities to help parents become involved in their children's education. This partnership begins before the child joins the school, through, for example, meetings with staff to share information and the useful booklets that are produced to help parents prepare their child for school. There are good opportunities for parents to talk to teachers and the headteacher, both formally and informally. Written reports on children's progress are very informative and the school ensures that those parents who do not speak a lot of English have access to an interpreter.
35. The HSLO regularly meets parents to discuss any concerns about their child and organises activities that give parents information on school and welfare issues. Workshops for parents based on subjects that their children study in school enables them to increase their own skills so that they can help more with homework. A small group of parents are actively involved in helping to organise special events for children and parents and help out around school. Whilst parents and other family members support special events in great numbers, relatively few are willing to become involved in helping out in classrooms, despite encouragement from the school. However, nearly all parents attend meetings to discuss their children's progress, reflecting parents' good interest in their children's education.
36. The school has established a good range of links within the local and wider community. A community centre in the school grounds is in regular use. Links with agencies such as the education welfare and health services help pupils and families with specific needs. Opportunities for pupils to take part in out of school activities are increased through links with various organisations locally and further afield. The school works well with partner schools and colleges. For instance, good links with the high schools enables older pupils to gain a clear insight into the next stage of their education. A mentoring scheme run in partnership with the local high school also encourages pupils to learn from the good examples of older pupils.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. Governance and the leadership provided by the headteacher are good; management is satisfactory.

Main strengths and weaknesses

- The school has high aspirations for pupils and are committed to raising standards.

- The headteacher, deputy, governors and most key staff have a good understanding of the school's strengths and weaknesses.
- Governors make a good contribution to the way the school is led and managed.
- There are some effective systems to monitor the quality of provision and standards, but others are too informal.
- There are weaknesses in the way provision for pupils with special educational needs and those with English as an additional language is led and managed.

Commentary

37. The headteacher has worked hard at ensuring effective teamwork between teachers and has been successful in instigating many improvements since the last inspection. The headteacher's view of the quality of teaching and learning is well informed through, for example, using test and assessment data to analyse class and individual pupils' progress. This links well with the setting of improvement targets. Pupils' work is analysed fairly regularly and the headteacher's frequent, informal, visits to classrooms are supplemented by more formal observations linked to statutory performance management. The impact of these monitoring systems can be seen in the appropriateness of the priorities for improvement that mostly match those identified by the inspection team. These priorities are clearly set out in the school's development plan, which is a useful document to support change and improvement.
38. The headteacher is well supported by a hardworking deputy and senior management team. All are committed, focussed on improving standards and provision, and make a good contribution to the way the school is led and managed. Most subject, and other, co-ordinators are also well informed and effective in leading and supporting improvements to standards and provision. However, a minority lack the drive to do this.
39. Governance is good. Governors bring dedication and a wide range of expertise to bear in supporting the school and challenging it to improve. They are well informed and highly involved in many aspects of the school's work. Governors constantly compare the school's performance with other schools, seek parents and pupils' views, and strive to do better. They fulfil all of their statutory duties.
40. The overall quality of management is satisfactory, with strengths in some areas. These include finance; administration; the day-to-day running of the school; and arrangements for inducting students, new teachers and supporting the professional development of staff. However, there are some weaknesses:
- there is no specific manager to co-ordinate provision for pupils learning English as an additional language. Responsibility for much of the provision falls under the remit of the SENCO and is inappropriately linked to provision for pupils with special educational needs. The deployment of bilingual support staff, for example, has been delegated to the SENCO. Whilst these staff are effective, specific monitoring of their work is not sharp enough, resting mostly on informal feedback from class teachers. There are weaknesses in monitoring the progress of the large group of pupils identified as causing initial concern and in making provision for those with behavioural difficulties.
 - there is no specific manager to co-ordinate provision for children in the foundation stage⁵. Responsibility for this key stage falls under the remit of the Key Stage 1⁶ co-ordinator who also has significant other whole-school responsibilities.
41. Financial management is good. The school is vigilant in monitoring its finances and using them to best effect for the benefit of pupils. Governors make every effort to ensure that they get the best value possible for the spending decisions made.

⁵ Nursery and reception children.

⁶ Incorporating pupils in years 1 and 2.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,086,222
Total expenditure	1,163,96
Expenditure per pupil	3,203

Balances (£)	
Balance from previous year	137,217
Balance carried forward to the next	59,475

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good procedures to help children settle into new classes make them feel safe.
- Children have good opportunities to develop skills of independence.
- Good manners and behaviour are promoted well.

Commentary

42. Teaching, learning and achievement in this area are good. Children are on target to meet the goals expected by the end of the reception year. Children's emotional development is supported well by effective induction programmes that help them settle quickly into school and feel safe there. The good number of adults who work with children help them develop trusting relationships and promote social skills well. When adults work directly with the children, this also helps to promote their concentration. In the reception classes, especially, there is a good emphasis on pupils engaging in play and collaborative activities that they choose for themselves. This helps them to develop skills of independence and promotes good interaction between children. However, there are missed opportunities in both the nursery and reception classes to promote higher levels of perseverance and understanding of their learning by expecting children to complete and evaluate their work. Good behaviour is constantly promoted, with positive outcomes. Whilst children are attentive, when activities are too challenging they become passive and quietly inactive.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **unsatisfactory**.

Main strengths and weaknesses

- Speaking and listening are promoted well in the reception classes, but unsatisfactorily in the nursery.
- The teaching and promotion of writing skills are unsatisfactory.

Commentary

43. By the end of the reception year, most children are attaining below the expectations for their age in speaking, listening and reading, and well below in writing. The promotion of children's speaking and listening skills is good in reception and here they achieve well in this aspect. There is a good range of opportunities for promoting children's talk in different contexts, such as through pretend play, sand and water activities and within the outdoor learning environments. Bilingual staff engage well with children, translating and modelling English alongside the use of their first language. However, in the nursery there are low expectations placed on children to make regular and frequent verbal responses both in small group activities and in play activities.
44. Achievement in reading is satisfactory, but in writing it is unsatisfactory. Whilst there is now a better structure for the promotion of reading skills than at the time of the last inspection, there

is scope to promote this even more. In the nursery, books are well displayed and accessible to arouse children's interest, and children share books and rhymes with adults. However, there are no systems that allow children to regularly take books home. In reception, there are weekly group reading sessions and children also read individually to an adult once a week; they have opportunities to take books home for the weekend. However, the reading area is not sufficiently stimulating to attract children to use and share books. Opportunities to promote early writing skills are missed in child-initiated activities. For example, children are not given enough encouragement to send messages or write in pretend play activities and construction areas. Whilst some good teaching of letter sounds was seen, some was unsatisfactory. Here the planned activities were not well matched to the children's competencies and not enough emphasis was given to children hearing and making sounds alongside reading and writing letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good range of incidental and play activities to promote learning.
- Weaknesses in assessment and planning result in work that is not always well matched to children's abilities.

Commentary

45. Although children's standards by the end of the reception year are below those expected, overall they make satisfactory progress. Children take part in a range of practical mathematical activities. For example they join in number rhymes and counting chants, build with two and three-dimensional shapes, and use shape vocabulary, such as square and circle to describe their work. Consideration has been given to the potential of play for mathematical development. For instance, during pretend play stimulated by a classroom assistant, children counted candles, cups and cakes at a birthday party. Outdoors, number lines and floor games using numerals are used to help children recognise numbers and learn to count on and back. Various activities such as matching soft toys, making patterns with threading beads, and counting to find out 'how many more' are in a set of objects, support early mathematical skills and understanding of number. Much of the work is appropriate, but for some children who are already attaining well in counting and number recognition, the activities do not offer enough challenge. Whilst teaching, learning and achievement are satisfactory overall, sharper assessment of children's attainment would lead to better planning that takes more account of what children are able to achieve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **unsatisfactory**.

Main strengths and weaknesses

- Whilst general work areas promote some aspects of learning in this area, there are too few planned opportunities to ensure children achieve as well as they should.

Commentary

46. By the end of the reception year, children's standards are well below those expected for their age. Achievement, teaching and learning are unsatisfactory. There are adequate opportunities for children to build and construct, use computers and ICT equipment and engage in pretend play where they draw on their own experiences of family life. However, there are insufficient planned opportunities for them to find out about living things, objects and events that promote early scientific, geographical and historical skills or understanding of people's differences. Practical activities that encourage the investigation of objects, similarities, differences, and change, are not provided often enough. There are few opportunities for learning from visitors and visits. The outdoor environment is insufficiently developed to promote children's appreciation of the natural world and the use of all their senses.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- A satisfactory range of equipment and activities promote physical development.
- Lack of structure in planning and assessment to ensure that activities are adapted to children's needs.
- Lack of opportunities in physical education lessons to improve movements and promote simple evaluative skills.

Commentary

47. Children make satisfactory progress and most are on target to achieve the standards expected by the end of the reception year. All children have regular access to an outdoor learning environment that provide opportunities for physical activity such as riding on wheeled toys, balancing, running, and crawling under and over structures. Children also have opportunities to use small apparatus such as bats and balls. They learn to manipulate and control small objects, equipment and materials such as dough, pencils, scissors and paintbrushes. These activities satisfactorily promote physical development and skills of co-ordination. However, lesson planning does not specify how these opportunities will be adapted to provide a broader range of experiences over time, or how levels of challenge will be adapted to meet children's differing needs. Consequently, whilst teaching, learning and achievement are satisfactory overall, there are weaknesses, resulting in some children not achieving as well as they might.
48. Reception children get to use the hall twice a week for gymnastics and dance lessons. Here they learn to use space satisfactorily and practise skills of moving in different ways such as running lightly and heavily. Whilst teaching is satisfactory, expectations could be higher in terms of requiring children to improve their work and evaluate their own and others' performance.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Adequate range of general daily activities promotes overall satisfactory achievement.
- Scope to provide more stimulating resources to encourage creativity.
- Limited opportunities for children to explore sounds and musical instruments.

Commentary

49. Whilst children make satisfactory progress, their standards remain below those expected by the end of the reception year. When adults support activities, children learn well. This was evident in a collage activity where children looked at tiger toys then explored and chose from a range of different materials to make pictures of tigers. Children create small worlds with dough, vehicles and play people, and build with construction toys in child-initiated activities. However, learning is not effective in many such instances because resources, though adequate, are not particularly stimulating so children quickly lose interest. Not enough thought is given to the provision of additional resources that provoke creativity; for example, by offering children more tactile and visual stimuli, such as photographs and posters of artists' work and found and natural materials. There are also missed opportunities to develop children's individual ideas and responses through, for instance, giving them greater choice over the tools and materials that they use.
50. Children have opportunities to engage in pretend play, singing, dancing and music making. However, there are limited opportunities for them to explore musical instruments or sounds and missed opportunities for listening to music in pretend-play areas. Although some good teaching of music was seen, children did not benefit sufficiently from this because essential bilingual support was not provided. Moreover, although interested and keen to use the instruments, the children had no opportunity to continue with this work once the short session ended.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and the curriculum are good.
- Pupils make good progress.
- A well-resourced library and ICT suite supports research skills.

Commentary

51. The school's strong focus on promoting pupils' spoken language and literacy skills is working well. Teachers encourage much discussion. They use drama and role-play to emphasise speaking and listening skills, pupils' understanding of word meanings and the English language. By year 6, higher attainers show confidence when speaking to adults, whilst lower attainers enjoy putting questions to their friends occupying the 'hot seat'; pupils take part confidently in assemblies. These activities support their good progress and are effective in encouraging and motivating them to learn. Bilingual staff make an effective contribution to the teaching and learning of those pupils at an early stage of learning English.
52. Provision for reading is planned and managed well. To help raise standards, extra reading practice occurs outside literacy lessons on most days in most classes. A programme of 'reading recovery' is having a good impact on promoting the progress of those infant pupils specifically identified as needing additional support. Although standards are below average by the end of year 2, pupils make good progress. Higher attainers read accurately and with good understanding, achieving average levels. However, while middle and lower attainers are successful in blending sounds and are generally accurate readers, their understanding is limited. Good progress continues in the juniors, resulting in broadly average standards by the end of year 6, although for lower attainers, understanding remains weak.
53. While pupils' competence in writing is weaker than in other areas, they make good progress in this aspect. In years 1 and 2, good discussion sessions give pupils consistent experiences in

formulating ideas; extending vocabulary, including correct grammar; and sounding out words. By year 2, pupils generally use capital letters, full stops and sometimes exclamation marks appropriately. A small group of higher attainers write independently but many do not. Pupils need considerable support to transfer their good ideas into writing. The school is making every effort to match teaching and strategies to pupils' needs. This includes organising junior pupils into teaching groups based on their attainment. By year 6, pupils have experienced writing in a range of styles and for different purposes. The higher attaining set write with imagination and use complex sentences. Whilst tenses are sometimes mixed, overall these pupils write well.

54. Good teaching ensures that the majority of pupils make good progress. Teachers and support staff give pupils with special educational needs effective help, which support their good learning. Occasionally, however, pupils with behaviour difficulties are not managed well, which disrupts their own and others' learning. This arises because teachers are not given adequate guidance on how to address these pupils' specific needs.
55. The co-ordinator is knowledgeable. The initiatives taken to raise standards are having a good impact. The good use of information from tests and assessments has led to pupils being given suitable targets for improvement. The school is actively pursuing a variety of ways to raise boys' attainment so that it is more in line with that of girls. There has been good improvement since the last inspection.

Language and literacy across the curriculum

56. There are many planned opportunities for pupils to extend their writing in different subjects, particularly in Years 3-6. For instance, in history pupils write extensively about important people and events in Victorian times. Good links are also established to promote reading, writing and discussion skills in subjects such as art and design, drama, geography and RE. The library and ICT suite is being used well to support research skills across the curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- In years 1 and 2, pupils make very good progress, but inconsistencies in teaching and learning in years 3 to 6 results in progress dipping to a satisfactory level.
- The curriculum is planned well, but insufficient checks are made on how it is implemented and on the quality of teaching.

Commentary

57. Pupils achieve very well in years 1 and 2. They are eager to learn and are enthused by their teachers. Lessons are interesting and pupils are suitably challenged. Although there is some good and very good teaching in the juniors, the quality is inconsistent. The result is that whilst progress is satisfactory overall it is not as good as in years 1 and 2.
58. A good curriculum is provided, with an awareness of the need to provide pupils with realistic tasks to challenge their thinking. Whilst this is evident in years 1 and 2 and in some junior lessons, it is not a consistently prominent feature in years 3 to 6. Here, teachers' use of assessment in lessons is not always sharp enough to increase the challenge where it is clear that pupils are finding the task too easy. However, when challenging tasks are set, pupils respond very well. For instance, in a briskly paced lesson, year 6 pupils relished competing to answer challenging questions about percentages. Later, when they worked at individual tasks, the questions were related to real-life so pupils could see the relevance of their learning and applied themselves very well. These inconsistencies in provision have not been picked up

and acted upon because not enough checks are made. This is a weakness in leadership and management, at both subject and school level.

59. Assessment information is used to plan tasks matched to different groups of pupils' attainment; group targets are also taken into consideration. However, some targets are not high enough; for example, there is no guidance for year 6 pupils to help them see how they can attain beyond level 4. School policy is that pupils' individual targets should emerge from the marking of work. However, while there is some constructive marking, overall this lacks rigour. Teachers mark work conscientiously, giving encouraging comments, but there is insufficient questioning of pupils' understanding or guidance to help them improve. It is not always clear what pupils are seeking to find out from tasks, as no indication is given. Nor are they asked to write down and explain what they have proved or discovered. Although the school feels that the main barrier to junior pupils achieving higher standards is their inability to understand and use language effectively, there are not enough strategies to develop pupils' understanding and use of mathematical language. Whilst very good displays include examples of key vocabulary, in lessons opportunities are missed for pupils to use and explain it. Given that many pupils' competence in English is still developmental, this is a particular weakness.
60. In years 1 and 2 work is well matched to pupils' ability. Teachers' comments, both verbally and through marking, are not only encouraging but focus well on promoting pupils' understanding. A very good lesson in year 1 saw the teacher engage the pupils' attention throughout. The teacher was very clear about what pupils should learn and had high expectations of them. Her dramatic manner - "Oh dear, we have a problem", caused them to think and suggest solutions. The teaching assistant also provided very good support. The learning atmosphere was very good and pupils were aware of and delighted in their own achievement.

Mathematics across the curriculum

61. Pupils' good grasp of number and skills in mental calculation help them to use and apply numeracy skills in other subjects. For example, they use knowledge of measures when assessing the weight of artefacts in history. In art and design, they apply knowledge of shape when designing abstract animal pictures.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching and a good curriculum helps most pupils achieve well.
- Overall, the subject is led and managed well.
- In some lessons, pupils at an early stage of learning English do not learn as well as others.
- In some junior lessons, the work for pupils with learning difficulties is too challenging.

Commentary

62. Pupils enjoy science and most achieve well. Good teaching, with a clear focus on experimental and investigative work underpins this and reflects good improvement since the last inspection. In year 3, for example, pupils were highly motivated by a very well planned series of lessons on teeth that promoted scientific vocabulary and provided opportunities to carry out a fair test. In the process, pupils offered their own ideas of what might happen to egg shells soaked in different solutions and they were encouraged to give reasons for the results.

63. Thorough planning and effective use of learning resources exemplify good teaching. For instance, in year 1, a visit to the pet shop combined direct observations of birds and mammals with a review of dietary needs. Recording was carefully adapted to enable pupils of different abilities to be well challenged. Where teaching is less effective, though satisfactory overall, consolidation of previous learning dominates and questioning is over used, rather than giving clear explanations. This slows the pace of new learning.
64. In classes where additional support is provided for pupils with special educational needs, these pupils achieve well. However, where this support is not available pupils sometimes struggle, particularly if they have to cope with the same work as given to other pupils.
65. The appropriate delegation of most of the bilingual support to pupils in infant classes helps to promote good learning for those pupils at an early stage of acquiring competence in English. However, some junior pupils whose English is still at an early stage of development experience difficulties when explaining why things happen. Consequently they are not achieving as well as the rest of the class.
66. In all year groups the recording of work and independent research is hampered by pupils' weak literacy skills. There is some good use of ICT to promote learning, including using the Internet to research information and applying numeracy skills in data handling activities.
67. The subject is led and managed well by a knowledgeable co-ordinator. Assessment procedures have been well promoted by the subject leader's conscientious involvement in a working group involving science teachers from local primary and secondary schools. The thorough analysis of test results and end of unit assessments has enabled the school to identify and focus upon areas that need to be improved and has assisted the co-ordinator in gaining a view of the quality of teaching and learning. However, no direct monitoring of teaching has been conducted to determine, for example, whether the quality is consistent throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils achieve well due to good teaching and a good curriculum.
- Good leadership and management.
- Good accommodation and resources.

Commentary

68. Very good improvement has occurred since the last inspection. Standards are now at the expected level for year 2 pupils and are close to those expected of year 6. There is now a spacious computer suite allowing full classes to work comfortably, with each pupil at a separate computer. This results in pupils giving full attention to tasks and maximises opportunities for them to practise and apply skills. Teaching is good. All lessons in the suite are given good support by a very capable technician.
69. Interactive screens in most classrooms are used well by teachers to support learning across the curriculum. This was seen in year 5 where pupils were also required to use the screen to show how they would use various ICT programs to carry out their tasks. The teacher set a very good pace to learning. Interesting and suitable activities were provided and pupils were urged to tackle problems as they arose and share how they had solved them with the class. A pupil with special educational needs was well supported by a teaching assistant. The pupil

concentrated throughout, making good progress in drawing a diagram of the computer and speakers and showing delight when this was printed out.

70. The subject co-ordinator has ensured the provision of good and relevant resources and guidance for their effective use. The governing body has invested wisely and given full support to the developments. Teachers have received training and are provided with good support from the co-ordinator. They plan work well to meet the curriculum aim of ensuring that skills are taught in meaningful tasks that also enhance learning in other subjects. Particularly good support is provided for literacy and art and design. Pupils use word-processing techniques and produce presentations that include graphics, for example, to show the water-cycle. This work linked well with pupils' studies in geography and provided good opportunities for them to work independently to research the Internet for information and graphics.

Information and communication technology across the curriculum

71. Many examples were seen of pupils using computers in classrooms to support learning. Interactive screens are used confidently by teachers to provide effective visual demonstrations and aid explanations. Laptop computers are used in music lessons to play musical excerpts and video clips. Compositions are recorded on audiotape and electronic keyboards are used. Good use is made of the digital camera, for example, to examine gymnastics work and photograph drama activities to provide a stimulus for producing a storyboard and artwork. Displays of work show how the digital microscope is used in science. An e-mail link that has been established with another school provides further enhancement of pupils' social and cultural development.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- A good curriculum.
- Good links made with other subjects.
- Good displays.

72. There was insufficient evidence to securely judge pupils' standards and achievement. However, the subject has a high profile in the school and some good teaching was seen. Good links are made with other subjects that help pupils see the relevance of learning. There have been recent improvements to the curriculum to ensure an approach that takes account of how pupils learn best. This includes a good emphasis on practical work through field studies. For instance, when pupils visit Clapham, they not only contrast the area with Halifax but also embrace broader studies about mountains and rivers. Thus skills are developed alongside knowledge and understanding of places and themes, such as water. Learning about this theme, was promoted well in the two year 5 lessons. In one, pupils' enquiry skills were promoted effectively as they discussed photographic and other evidence and investigated filtration. In the other they discussed the varying issues that underpinned water shortages in Bangladesh and Las Vegas, to prepare them for formulating feasible solutions to this problem. This work helped pupils to understand the differences in the quality of water supplies in different countries, promoted speaking skills and made effective links with their learning in science. There are some very good displays of work that stimulate pupils' interest, celebrate their work and heighten their awareness of the importance of the subject.

History

Provision in history is **good**.

Main strengths and weaknesses

- Good teaching, learning and achievement.
- Good links with other subjects.
- Good use of library and ICT to develop research skills.

Commentary

73. All pupils achieve well. Good teaching, supported by good opportunities for research and a wide range of artefacts, stimulate their interests and promote good skills of enquiry.
74. In discussion, it is clear that by the end of years 2 and 6, pupils' knowledge and understanding are mostly above average. However, a significant number are unable to record their good knowledge and ideas because writing skills are weak. By year 2, pupils have good knowledge of the types of toys and domestic appliances used by the Victorians and remember many facts about famous people such as Florence Nightingale. They show empathy with the suffering of the soldiers and describe graphically the diseases and conditions they suffered. Teachers encourage pupils to form complete sentences when answering questions and are skilled at extending their answers to impart and reinforce knowledge.
75. Juniors demonstrate a good sense of chronology and, through practical work, have a clear insight into how it would feel to be invaded by the Romans. They show great interest in how the invaders influenced how people lived. By year 6, pupils are developing good research skills. The use of the library, Internet and visits to relevant places of historical interest, enable them to deepen their understanding and brings their learning 'alive'. This was shown after their visit to Shibden Hall to support pupils' study of Victorian England. With guidance, pupils used computers to write good reports about this and in assembly, they enacted the story of Lord Shaftesbury with poise and confidence. Pupils show excitement in their learning and are eager to discover when, how and why events happened; staff consistently encourage this. Improvement since the last inspection has been satisfactory.

Religious education (RE)

Provision in RE is **good**.

Main strengths and weaknesses

- Pupils achieve good standards because of effective teaching and a good curriculum.
- Subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

76. Teachers have good subject knowledge and work hard to ensure that lessons are interesting and lively. Through well-led discussions, suitably targeted questions, and role-play, teachers provide plenty of opportunities to extend speaking and listening skills alongside knowledge and understanding of RE.
77. Pupils learn well. Younger ones show good understanding of the special festivals, books, signs and symbols of the three religions studied. They are keen to participate and retell stories, such as 'Jonah and the Whale'. By year 6, pupils have a very good grasp of the major beliefs and observances of Christians, Jews and Muslims, and display good factual knowledge. Above all, they show great interest in this subject and are eager to learn.

78. Recording of work is more extensive in the juniors and provides good support for writing skills. Discussion sessions are the focus for most lessons in years 1 and 2, but infant pupils do write lists connected with their work, such as the names of 'special things'.
79. Thoughtfully planned assemblies, visits to places of worship and visitors from different faiths, enhance pupils' understanding. These, together with well-planned lessons, help pupils to understand and respect peoples' differing beliefs. The subject makes a very positive contribution to pupils' spiritual, moral, social and cultural development. Overall there has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- A good curriculum.
- Good links with other subjects.

Commentary

80. Few lessons were seen, but the range of work on display shows that pupils receive a broad curriculum that covers all of the required elements in good depth. In classrooms and corridors, colourful work, in two and three dimensions, abound. Displays reflect learning about art and design from different times, traditions and cultures. The works of known artists, craftspeople and designers are often used as stimuli for pupils' own work, which is frequently linked well with their learning in other subjects. In geography, for example, junior pupils used pastels to draw aerial pictures showing buildings, roads and landmarks. Similarly they depicted journeys in the style of Lowry and in the tradition of Aboriginal art. Infant pupils have produced some good quality ceramic work. Their tiles show effective incorporation of the elements of shape and pattern and were stimulated by local buildings, including the Mosque. Infant pupils' large self-portraits show the development of observational drawing skills using line, tone and shading techniques. Particularly good use is made of ICT. For instance, stimulated by the work of Matisse, junior pupils used shapes on a graphic program to produce abstract pictures of animals.

Design and technology

81. Since this subject was not being taught during the inspection and there was no evidence of pupils' previous work no judgements are made about provision, standards or achievement.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Good achievement.
- Good curriculum.
- Good specialist music teaching in half the classes and similarly good support for the remainder.
- Wide range of instruments and music-based ICT resources.

Commentary

82. Whilst standards are average, achievement is good. Most pupils have limited experience in listening to music or in singing outside of school. Boys, in particular, have been identified as experiencing difficulty in pitching notes and singing melodically. In response, a boys' choir has been formulated to improve standards. The co-ordinator and a visiting music teacher are effectively using a variety of strategies to help pupils to sing in tune. As a result, standards of singing are improving.
83. A well-planned curriculum, covering all the required elements has been developed by the co-ordinator. Younger children experiment with simple rhythms and pulse. Specialist teaching ensures that they really understand the difference between these two elements. Good teaching heightens pupils' listening skills, sense of rhythm and understanding of musical terms. Teachers use their voices to illustrate pitch, thereby helping pupils to recognise high and low sounds. These younger pupils tend to clap very quickly, but eventually, through skilful teaching, they listen carefully and produce the rhythms correctly.
84. Further development in pupils' understanding of pitch and rhythm is evident in the work of the older pupils. They experiment with instruments and work collaboratively in creating simple sound compositions. Musical appreciation is promoted in assemblies where a variety of music from different times, traditions and cultures is played as pupils enter and leave the hall. Pupils have opportunities to join with other schools in community events. These, plus visiting musicians, enhance learning experiences and give good support to the promotion of spiritual, social and cultural development. Overall, there has been a good improvement since the last inspection.

Physical education (PE)

85. Insufficient lessons were seen to make secure judgements about provision. However, there is inconsistency in the time allocated to different classes for their lessons. Some lessons are too short for pupils to achieve as well as they might.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

86. Whilst no lessons were seen, the school's provision for personal, social and health education makes a significantly positive contribution to:
- raising pupils' awareness of what constitutes healthy living and ways of eating;
 - raising their self-esteem and confidence to share views and opinions; and
 - helping them understand their responsibilities to others and appreciation of others' views.
87. Although the governors have decided that specific sex education should not be provided, matters related to health and growth are covered appropriately within the science curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).