

# **INSPECTION REPORT**

## **BOLTON BROW JUNIOR, INFANT AND NURSERY SCHOOL**

Sowerby Bridge

LEA area: Calderdale

Unique reference number: 107515

Headteacher: Mr J Longstaff

Lead inspector: Sheila Pemberton

Dates of inspection: 19 – 21 January 2004

Inspection number: 255553

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	229
School address:	Bolton Brow Sowerby Bridge West Yorkshire
Postcode:	HX6 2BA
Telephone number:	01422 831031
Fax number:	01422 832756
Appropriate authority:	Governing body
Name of chair of governors:	Mr David Normanton
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

The school, which is similar in size to most primary schools, is popular with families who live in its locality. It is a stable community with 214 pupils on roll; 112 of them are boys and 102 are girls. Eleven boys and 20 girls attend the nursery on a part-time basis. When they join the school, most children's attainment is typical for their age. Many families who live in the Sowerby Bridge ward live in less favourable socio-economic circumstances than most families nationally. However, socio-economic circumstances are more favourable in some of the wards from which pupils are drawn and, as a result, the percentage of pupils known to be eligible for free school meals is average. Pupils live mainly in homes that are either privately owned, owned by the local council or by housing associations. The percentage of pupils whose first language is not English is slightly higher than in most schools. These pupils are mainly from Asian minority ethnic groups and none of them is at an early stage of learning to speak English. The percentage of pupils with special educational needs is below average, most of these pupils have difficulties with English and mathematics. A below average percentage of pupils have a Statement of Special Educational Need, mainly for emotional and behavioural problems and more serious difficulties with their learning. The school gained the *Investor in People Award* in 2002 and the *Schools' Achievement Award* in 2003. Since just before the school was last inspected, it has had three headteachers and a high turnover of senior staff.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20810	Sheila Pemberton	Lead inspector	English Foundation Stage of Learning
19374	Wendy Sheehan	Lay inspector	
14842	Stephanie Cook	Team inspector	Science Information and communication technology Art and design Design and technology
16761	Melvyn Hemmings	Team inspector	Mathematics Geography Music Physical education Personal, social and health education and citizenship
2759	Derek Sleightholme	Team inspector	Religious education History Special educational needs English as an additional language

The inspection contractor was:

Independent School Inspection Services (ISIS)  
3 Harrowby Road  
West Park  
Leeds  
LS16 5HN

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**The school provides a satisfactory education.** With clear, incisive leadership from the headteacher and management team, standards are rising at a brisk pace from a low base, in reading in Years 1 and 2, science in Years 3 to 6 and mathematics throughout the school. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good teaching in Years 2 and 6 is raising standards in English and mathematics.
- Children get a good start to their education in the nursery.
- Although teaching in other classes is mostly satisfactory, it is seldom good.
- More able pupils in Years 3 to 6 are not doing well enough in science.
- Teachers miss opportunities to develop pupils' skills in information and communication technology (ICT) through work in other subjects.
- Reception children, who work alongside pupils in Year 1, are not getting a suitable curriculum.
- The headteacher has the vision and determination needed to improve teaching and learning.
- The school makes good provision for pupils' personal and social development.
- Some pupils miss important parts of lessons for work outside their class in other subjects.
- The school takes good care of pupils' welfare, health and safety.

The school has made good improvements since it was last inspected in 1998. Following recent training for teachers to improve their work, standards have risen in reading, writing and mathematics. All teachers now allocate sufficient time for pupils to improve their reading. Multicultural development has become a strong aspect of the school's provision. Since the appointment of the headteacher two years ago, the management of the school is providing the structure needed to raise standards. Assessment and the targeting of pupils' learning underlie recent improvements to standards in English and mathematics. Modifications, repairs and additions to the building make the school a better place for learning.

## STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory.** In 2003, the school's results in National Curriculum tests for pupils in Year 2 were below average in reading and well below in mathematics. Standards in writing and science were satisfactory. Boys did better than girls in reading, writing and mathematics. More able pupils did well in writing and their achievement was good. In this year's Year 2, standards in reading and mathematics have risen and the more able pupils are doing much better. In last year's Year 6, pupils' achievement was satisfactory overall, although some of the potentially high attaining pupils did not do as well as they might have done in mathematics and science. Standards in Year 6 are higher this year in English and mathematics, but the more able pupils are still not doing well enough in science. With a good start in the nursery, a good proportion of children achieves well and reaches the goals expected for their learning by the end of reception.

**Pupils' personal development, including their spiritual, social and moral development is good.** Pupils get on well with one another and their teachers. They behave well and have positive attitudes to learning. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education.** Teaching is satisfactory. It is consistently good in the nursery and Years 2 and 6. As a result, children get a good start to their learning before they join the reception classes. Good teaching in Years 2 and 6 is raising standards in English and mathematics. However, the teaching in a mixed-age class is not meeting the needs of reception children and some of the teaching in Years 3 to 5 is not challenging the ability of more able pupils in science. Some pupils are missing important parts of lessons for work in other subjects. Although the teaching of ICT is raising standards, it does not always extend pupils' learning in different subjects. Good provision is made for pupils with special educational needs and those who speak English as an additional language. A satisfactory curriculum is enriched by a very interesting range of activities outside lessons. Very good partnerships with parents add to pupils' enjoyment and confidence in school. Very positive relationships with other schools and good links with people in the community add to the quality of education the school provides.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher has brought much-needed change to the school in a comparatively short time. Working closely with a new leadership team, the headteacher is systematically managing a programme to improve standards and the quality of teaching and learning. Governors carry out all their responsibilities and statutory requirements in a satisfactory way. Many make helpful contributions to the work of the school and manage the school's finances very efficiently.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have very positive views of the school. They appreciate the caring way that teachers look after their children and help them to become sensible members of the community. Parents find the headteacher helpful and well-organised and know that their concerns are taken seriously. Pupils enjoy lessons and all the additional activities the school provides. They like their teachers and know that they will get help if they meet difficulties with their learning.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- raise standards in science for more able pupils in Years 3 to 6
- improve all aspects of provision in a class containing children in reception and pupils in Year 1
- use ICT to improve pupils' learning in different subjects
- organise work in ICT so that pupils are not missing lessons in other subjects
- improve the quality of teaching to the good standard evident in the nursery, and Years 2 and 6.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is good in the nursery and satisfactory in reception. Standards have risen since last year's national tests and they are at least satisfactory in English and mathematics in Year 2 and Year 6.

#### **Main strengths and weaknesses**

- In the nursery, children's achievement is very good in mathematics. It is good in personal, social and emotional development, and in communication, language and literacy.
- Standards are rising in English and mathematics in Year 2 and Year 6.
- In Year 2, the achievement of more able pupils is good in reading, writing and mathematics.
- By the time they reach Year 6, more able pupils are not doing well enough in science.
- Most pupils are confident in the use of spoken language and listen attentively in lessons.

#### **Commentary**

1. When they enter reception, information from assessment indicates that many children's attainments are good for their age. This good achievement results from strong teaching that enables children in the nursery to move rapidly towards the goals established for their learning in personal, social and emotional development, communication, language and literacy. Children's mathematical development is the strongest feature of their learning. Once in reception, achievement in communication, language, literacy and mathematical development is satisfactory rather than good. However, personal, emotional and social development remains strong. This is not always the case for children with special educational needs for their behavioural difficulties who are in the same class as pupils in Year 1. Children's work indicates that almost without exception, they are on course to achieve the targets set for their learning by the time they enter Year 1.
2. Standards in Year 2 and Year 6 varied considerably over the last four years during a turbulent period in the school's life. Since the appointment of the present headteacher and following intensive additional training and the monitoring of teaching in literacy and numeracy, standards in Year 2 and Year 6 are beginning to rise. In a comparatively short period of time, standards in reading and mathematics have risen to at least match those in writing and science. The achievement of more able pupils is good. With about a third of the present Year 2 attaining a higher level than expected for their age, the school is on course to reach good standards in reading, writing, mathematics and science in this year's national tests. The balance of boys and girls is more even in Year 2 this year and there is no evidence in assessment that boys do better than girls.
3. Pupils in Year 6 have more catching up to do than pupils in Year 2 and there are more pupils with special educational needs for difficulties with their learning in the class. The fact that most of these pupils are boys explains why girls in the class attain better standards. This year, however, the achievement of more able pupils is good in English and mathematics. Standards are at present satisfactory in English but they have also risen from well below average to satisfactory in mathematics. This marks a good improvement to standards in mathematics since last year's national tests. Pupils' spoken language was identified as a weakness at the last inspection. Greater opportunities for pupils to express their views in a variety of situations have raised speaking and listening to a good standard. The achievement of more able pupils in science is still not strong enough. Although most pupils reach the level expected for their age, and their achievement is satisfactory, more able pupils miss the higher level that they ought to attain. Good teaching in Year 6 is compensating for the considerable body of



practical, investigative work that pupils have previously missed. At this late stage, more able pupils still have much to do to achieve the standards they are capable of in national tests.

4. Although the proportion of pupils in the school who speak English as an additional language is slightly higher than in most schools, they all speak confident, fluent English. Consequently, the standards attained by these pupils are the same as those reached by others in their year groups and their achievement is mainly satisfactory. The school provides good assistance for pupils with special educational needs. The assistants who work with statemented pupils and others in lessons are particularly good at boosting their achievement. Consequently their achievement is often good. Standards are satisfactory in religious education and information and communication technology (ICT). They are good in personal, social and health education.
5. Because of the changes to senior managers, the school's results have fluctuated greatly and there is no discernible pattern of either improvement or deterioration since the school was last inspected. Some years, standards have been much higher than in 1998 and in other years they have deteriorated and been considerably lower. At present, standards in English and mathematics are at least as high as in 1998 and more able pupils are doing better than they did at that time. The school has settled into a stronger cycle of improvement which is beginning to be reflected in pupils' achievement.

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

Standards in:	School results	National results
Reading	15.0 (15.7)	15.7 (15.8)
Writing	15.1 (14.1)	14.6 (14.4)
Mathematics	15.3 (17.9)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.2 (29.7)	26.8 (27.0)
Mathematics	25.3 (30.0)	26.8 (26.7)
Science	27.6 (29.4)	28.6 (28.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

### **Pupils' attitudes, values and other personal qualities**

As at the last inspection, pupils' attitudes to learning, values and behaviour are good. The school makes good provision for pupils' personal development. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Teachers are good at developing pupils' confidence and self-esteem.
- A small group of pupils with special educational needs for their behavioural problems slows the pace of learning in some lessons.
- Attendance is well above average.
- Pupils enjoy learning because of the wide range of interesting activities teachers provide.
- Good moral, social and cultural development allows pupils to appreciate and respect others' backgrounds, abilities and values.

## Commentary

6. The school has a good ethos and climate for learning in which pupils thrive and develop. Pupils quickly realise that everyone in the school is valued through recognition of their achievement and a wide-ranging systems of rewards. The care and attention provided by teachers and support staff in the nursery and reception class ensure that most children achieve the established goals for personal, social and emotional development well before they enter Year 1. However, a very small group of children who work alongside pupils in Year 1 experience considerable difficulty in controlling their behaviour. Pupils develop the self-confidence to express themselves in different ways. For example, in English in Year 2, pupils were very attentive and full of ideas about how to make the speech of characters in a story more meaningful when reading aloud. Pupils' personal development is promoted effectively because they work and play in a secure and supportive school that is generally free from bullying, racism and other forms of harassment. Pupils say they are confident that when occasional incidents of bullying occur, they can turn to adults for help. They know that bullying is immediately stamped out and their parents agree that they are treated equally and fairly so that resentful attitudes rarely develop.
7. Most pupils have good attitudes to learning. They settle quickly in lessons and are keen to respond to questions and to participate in discussions. Pupils are good at working together to support one another's learning and to share ideas. Because of the good help and guidance they receive, pupils with special educational needs show good attitudes to learning and take a full part in discussions. Lessons affect pupils' concentration when they grow restless during long-drawn-out explanations from teachers who allow more time than is needed for activities. In some classes, pupils with special educational needs for their behavioural problems slow the pace of lessons and waste their own, the teachers' and other pupils' time.
8. The school makes good provision for pupils' moral, social and cultural development. Pupils clearly understand the difference between right and wrong and most appreciate the impact of their actions on others. Social skills are developed effectively so that relationships between pupils and with teachers and support staff are good. A wide range of visits and visitors to the school broaden pupils' social and cultural horizons. Residential visits, sporting tournaments and opportunities to participate in out-of-school activities promote social development well. Lessons in personal, social, health and citizenship education contribute effectively to pupils' personal growth. Pupils' appreciation of their own and others' cultural traditions is greatly enhanced through links with a local school with pupils drawn mainly from minority ethnic families. Pupils talk with great enthusiasm about the link with this school, .....*it means we have even more friends*. Through this link some pupils have become highly skilled in the Asian dance form of Heera. This marks an improvement since the last inspection when multi-cultural development was unsatisfactory. The development of spiritual understanding is satisfactory. Teachers sometimes miss opportunities in lessons and assemblies to promote spiritual growth.
9. Very good attendance has a positive effect on pupils' achievement. Most pupils arrive on time, lessons start promptly and the school gets optimum value from the time allocated to learning.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.1
National data	5.4	National data	0.4

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

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Black or Black British – Caribbean

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
203	2	0
2	0	0
1	0	0
1	0	0
5	0	0
2	0	0

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory education.

### Teaching and learning

Although teaching is mainly satisfactory, good teaching in the nursery, Year 2 and Year 6 gives children a good start to their education and is improving pupils' learning in English and mathematics. A small amount of teaching is unsatisfactory.

### Main strengths and weaknesses

- Good teaching in the nursery is based on good understanding of the needs of young children.
- Teachers in Year 2 and Year 6 are driving up standards in English and mathematics.
- Teaching in the mixed-age class is not meeting the needs of children in reception.
- Pupils are keen to learn because of the good relationships they have with their teachers.
- Some of the teaching in Years 3 to 5 is not challenging enough for more able pupils to reach a high standard in science in Year 6.
- Assessment is thorough in English and mathematics. It provides clear information for tracking pupils' progress and detail for their individual targets.
- Too much of the teaching is satisfactory in a school where good teaching is needed to raise standards.
- Most pupils with special educational needs receive good support for their learning.

### Commentary

10. Over the last two years, teaching has undergone and is still facing a transformation. The barriers that hindered improvement are being successfully tackled and overcome by the work of the headteacher. The quality of teaching at the last inspection was good, but comparisons with the current position, where the teaching is satisfactory, are unreliable and misleading; they do not take account of the recent improvements which are helping pupils to learn at an improved rate. Teachers have left the school, some are preparing to leave, new teachers have been appointed and most of them have changed the year group they teach. In addition to changes that were not planned, the school has taken advice and training from consultants from the local education authority to improve identified weaknesses in its provision. As a result, key staff are driving up standards and pupils' achievement in Years 2 and 6. A new teacher is improving provision in the nursery. However, although mainly satisfactory, too little strong teaching exists to drive up standards in other year groups. As a result, pupils'

achievement is satisfactory in these classes. It is beginning to improve this year in Years 2 and 6.

11. A good feature of teaching throughout the school is the guidance and help provided for most pupils with special educational needs. Teachers take their specific needs into account when planning tasks for them and work in close collaboration with teaching assistants to make sure that they benefit from additional support. The teaching of eight children in reception who work in a class with pupils in Year 1, is not meeting the needs of the youngest children in this small class. While plans exist that include work for children in reception, the activities provided are usually targeted at pupils in Year 1. This weakness has a bad effect on the behaviour and attitudes of a very small number of reception children in the class with special educational needs.
12. Assessment, in a form that was almost non-existent early last year is now providing teachers with clear information to plan work that meets the needs of different groups of pupils in reading, writing and mathematics. For the first time last term, the school assessed the early achievements of children as they entered reception. This information forms the basis of planning in the reception class that meets the needs of different groups of children. It is not used effectively to plan work that meets the needs of reception children in the mixed-age class. Inadequate systems to assess learning in science contribute to work being provided for more able pupils that lacks the challenge they meet from scientific investigation. Teachers now use assessment effectively to establish individual targets for learning in English and mathematics. Targets and the tracking of pupils' progress make a positive contribution to standards in these subjects. Pupils' knowledge of their personal and academic targets and how to achieve them is good. Pupils' responses to questionnaires indicate that good relationships with their teachers are endemic. Caring attitudes combined with a firm and sometimes humorous approach give pupils the security to express their views and try out their ideas.

#### **Summary of teaching observed during the inspection in 36 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	16 (44%)	15 (42%)	3 (8%)	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.*

### **The curriculum**

As at the last inspection, the curriculum is satisfactory for most pupils and statutory requirements are met. While resources and accommodation are mostly satisfactory, there is a shortage of equipment for reception children in the mixed-age class.

### **Main strengths and weaknesses**

- Good provision is made for pupils with special educational needs.
- The curriculum in the mixed-age class does not meet the needs of children in the Foundation Stage.
- The curriculum is extended beyond the school day through a very good range of extra-curricular activities.
- Pupils miss important parts of some lessons when they leave their classrooms to do other work.
- The school makes good provision for pupils' personal, social and health education.

### **Commentary**

13. Although the curriculum is satisfactory for most pupils, it is unsatisfactory in the mixed-age class containing children in reception and pupils in Year 1. Despite age differences and the

wide range of ability in this class, the only planning that reflects this satisfactorily is that for literacy and numeracy. Consequently, children in reception often follow the same curriculum as pupils in Year 1. Limitations to resources in this class make it much more difficult to provide children with the experiences they need to reach the targets for their early learning.

14. Curricular planning in other year groups is satisfactory and has recently been improved in the light of national initiatives. This marks an improvement since the last inspection when multi-cultural development was unsatisfactory. national and local guidance. Priority is given to English, mathematics, science and ICT. Subjects such as history and geography alternate and are taught in units of work that cover half a term. Occasionally the school raises the profile of a subject to accelerate pupils' learning and to spark their interest. For example, art has been taught for an extended period at the same time throughout the school. By monitoring teacher's planning regularly the headteacher provides detailed and constructive feedback and also clear direction on aspects of the curriculum that need to be improved.
15. Too often pupils miss important parts of lessons to carry out work in other subjects. This is particularly true of arrangements to teach the skills of ICT in a base outside the classrooms. In Year 2, pupils missed their entitlement to religious education because they left the class to practise their reading. This weakness in timetabling the curriculum occasionally denies some pupils access to a full curriculum. A well-planned programme of visits enhances pupils' learning in different subjects.
16. Pupils with special educational needs follow the same programme as other pupils. This is made possible because of the help they receive from teachers and teaching assistants who are well-briefed. Most respond well to individual attention and time to practise new skills. Because of their competence with spoken English, all pupils who speak English as an additional language follow the same curriculum as others in the school.
17. The school provides a very good range of extra-curricular activities, some in partnership with a neighbouring school. Pupils in Year 3 visit the Jorvik Viking centre in York as part of their work in history and pupils in Year 6 visit a field-study centre where different activities extend their understanding of geography and orienteering. Pupils in Year 5 confirmed that they value the opportunity to attend *Out Of School Hours* clubs that include in football, rugby, netball, cricket, gymnastics, choir, recorders and indoor games. Through an effective exchange arrangement with a neighbouring school, the pupils of both schools meet through clubs. As the partner school serves an area with greater cultural diversity, pupils' tolerance and understanding of their differences grows.
18. The curriculum pays good attention to personal, social and health education through lessons and the regular use of visiting professionals. As a result, the programme raises pupils' awareness and helps them to avoid hazards in the immediate area of a school that is located near busy main roads, a railway, river and canal. Effective initiatives to develop citizenship are reflected in the way that pupils are eager to serve on class and school councils. A programme of sex education is provided by the school nurse and the police promote community issues and pupils' awareness of the dangers of solvent abuse.

## Care, guidance and support

The school takes good care of its pupils. It provides helpful support and guidance for them to become confident young citizens. The school is good at taking pupils' views into account about its life and work.

## Main strengths and weaknesses

- Good procedures for health, safety and child protection provide a safe place for learning.
- Induction is good and provides a smooth start to children's time in the nursery.

- The school effectively eases the move from primary to secondary school for pupils in Year 6.
- Caring relationships and new procedures provide pupils with good advice and guidance.
- The behaviour of some children in reception and Year 1 is not monitored closely enough.
- The school takes good care of pupils with special educational needs.
- By valuing their culture, it enhances the well-being of pupils who speak English as an additional language.
- The school is good at involving pupils in its work and development.

### **Commentary**

19. Governors carry out regular checks of all aspects of health and safety. They have thorough procedures in place to make the school a safe place for learning. Procedures for child protection are embedded into school routines and the school diligently monitors the welfare of its pupils. It uses the expertise of visitors, such as the school nurse, to stimulate pupils' awareness of the importance of healthy living and to inform them about issues related to personal development. Lessons in personal, social and health education introduce pupils to responsibility for their own welfare. In the nursery, staff work closely with parents to ensure that children adapt quickly to the school's routines. The way that information is shared with at least two local schools enables pupils to make a smooth transition to secondary education. An innovative project about *journeys* involves the local Caribbean community and helps pupils to understand their feelings about change. This work helps pupils to settle into the secondary school with minimal difficulty.
20. The use made by teachers, particularly in Years 2 and 6, of new procedures for assessment provides pupils with advice and guidance to improve their work in English and mathematics. Better information about pupils' attainments coupled with trusting relationships produce a positive atmosphere for learning. Parents are pleased that their children are educated in a *caring and compassionate* community. Pupils with special educational needs are provided with generous support for their learning and behaviour. The well-being of pupils who speak English as an additional language is boosted through the respect the school affords to their cultural heritage. The school is good at seeking specialist guidance to resolve pupils' difficulties. As a result, the achievement of those who encounter problems with reading, spelling and mathematics is good. There is room for improvement in the way that behaviour is monitored in the class containing children in reception and pupils in Year 1.
21. The school is good at taking pupils' views into account. It involves them in its life and work through questionnaires, the school council, circle time and work to maintain and improve their surroundings. For example, the school council has recently discussed ways to improve facilities for playing at lunchtimes. They have examined ideas, bought games for an indoor play area, established a rota for using the area, and recruited volunteers to manage the area. Pupils are proud of their achievement and gain a sense of responsibility for the success of their initiatives.

### **Partnership with parents, other schools and the community**

Very good partnerships with parents and other schools play an important role in achieving the school's aims. Good links with the community extend pupils' personal and social development.

### **Main strengths and weaknesses**

- The school is committed to informing parents about its work in a variety of effective ways.
- Annual reports to parents are not always specific to individual pupils in some subjects.
- The school values parents' support, actively seeks their opinions and acts on their ideas.
- Many parents make good contributions to their children's learning at home.
- Very good links with a school that serves minority ethnic families provide pupils with insights and experiences of the values and lives of other communities.

## Commentary

22. The quality of documentation provided for parents is good. Pupils' annual reports include detailed information about their progress and areas for improvement in English, mathematics and science. However, information is not always specific about pupils' attainments in other subjects. This limits parents' understanding of how well their children are learning. A well-written prospectus provides parents with clear and helpful information about all aspects of the work of the school. Weekly bulletins keep parents informed about events and activities that involve them and their children in enjoyable activities. For instance, parents and pupils thoroughly enjoy and appreciate the pleasure to be had at the school's family discos. Information about the curriculum that is sent out termly encourages and helps parents to support learning at home.
23. Many parents attend weekly assemblies that celebrate pupils' different achievements. These events promote the *family atmosphere* valued by parents that is a key element in promoting pupils' self-esteem. To increase pupils' wellbeing, the school uses formal and informal opportunities to seek their parents' views. For example, frequent coffee mornings that follow assemblies give parents opportunities to socialise and also to discuss their ideas or concerns with the headteacher and governors. Close links exist with the parents of pupils with special educational needs and their views about their children's progress are taken into consideration when planning new targets. An active parent and friends' association provides the school with good support and the funds needed to acquire additional resources.
24. The school has good links with the local community. It takes part in a range of events, such as *Yorkshire in Bloom*, that give pupils a sense of pride in their heritage. The school's choir has entertained in the local community. The school participates in many Sports Association Tournaments. Very strong links with a local primary school are particularly valuable in promoting wider understanding of all members of the community. A joint summer school based around literacy skills was a very successful feature of this link.

## LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance is satisfactory. The effectiveness of the school's policy for promoting good race relations is assessed for its effects, its influence on teaching and the resources that are used. Barriers to raising achievement are being tackled energetically by the headteacher, governors and senior staff.

### Main strengths and weaknesses

- Good leadership and management are improving teaching and raising standards in English and mathematics.
- The school's management team provides a strong role model for other teachers.
- The expertise of governors has placed the school on the secure financial footing needed to acquire the resources and improvements needed for teaching and learning.

## Commentary

25. Just over two years ago, when the headteacher was appointed, the building was in a precarious state. Parts of it needed re-building, others required renovation and resources were needed for a new nursery and the reception class. In addition to this urgent agenda, frequent changes in personnel had not provided the conditions essential to raise standards and improve the quality of teaching and learning. Efficient financial management on the part of the school's governing body provided the school with the resources needed to provide a full curriculum. A clear view of what needed to be done and knowledge of how to bring changes to the school's provision was supplied by an experienced headteacher. With determination and effective managerial skills the headteacher has achieved much to move the school forward

and has removed barriers that were hampering the school's progress towards raising standards. Among his achievements the headteacher has

- *built a management team that shares his will to bring improvement*
- *increased the strength of the management team by appointing a competent deputy headteacher who is already raising standards in Year 6*
- *improved the teaching of staff who lacked expertise in literacy and numeracy*
- *sought advice and help from consultants who provide training in the school*
- *placed the most skilled teachers in year groups where their expertise is most effective*
- *monitored the quality of teaching and learning in English, mathematics, history, physical education and art and design*
- *produced targeted, achievable plans for improvement*
- *established new systems to assess and track pupils' learning in reading, writing and mathematics*
- *introduced a new system to assess and build on children's early achievements when they enter the reception class*
- *improved all aspects of provision in ICT*
- *provided pupils with a secure, attractive place for learning*
- *enlisted the support of parents by establishing communication and positive relationships*
- *improved the school's image and involvement with the community and other local schools.*

26. Until recently, the school lacked the management systems needed to gain an overview of provision in different subjects. This was because subject leadership was mainly a nominal responsibility and co-ordinators lacked opportunities to provide training for other teachers or to monitor teaching and learning in lessons. In planning for improvement, the headteacher and senior management team have overcome this weakness and are raising standards in English and mathematics. They are providing opportunities for co-ordinators to gain clear views about provision as their subjects come up for review. All subjects have been audited by co-ordinators and now have clear plans for improvement. The monitoring of teaching and learning has been prioritised in order of importance and is being managed systematically to take place over time. These improvements are next due to take shape in science and ICT.
27. The school's governing body is also undergoing a period of change. Since the last inspection, the governing body has shared its roles among committees that are responsible for all aspects of the school's provision. Through these committees, governors are coming to grips with many of the issues that face the school. They give generously of their time to enhance the school's provision and are active in classrooms supporting pupils' reading, consulting with co-ordinators, helping with visits and extra-curricular activities and guiding members of the school's council. The chair of governors uses his expertise to put the school on a sound financial footing. His regular visits provide the headteacher with the support he needs to fulfil his role. However, some of this work is of recent origin. The curriculum committee is newly constituted and activities, such as, consulting with co-ordinators have not had time to impact fully on the school's provision.

### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	559,174
Total expenditure	526,613
Expenditure per pupil	2 289

Balances (£)	
Balance from previous year	7,179
Balance carried forward to the next	39,740



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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

**Achievement is good in the nursery and satisfactory in reception.** After a good introduction to school in the nursery, most children in the Foundation Stage learn in a reception class but eight of them work in a class that also contains pupils in Year 1. The only advantage of this arrangement is the small size of the split-age class and the high level of support provided by teaching and special needs assistants for a total of 16 children. The way that these three classes are separated is dictated by the layout of the building. However, the layout of the building means that the distance between the new nursery unit and the other two classrooms is far from conducive to joint activities and the sharing of resources. Although plans exist for children in the mixed-age class to use resources when the reception class is empty, the need to leave the building makes this an unlikely option when the weather is poor. On the one hand, the nursery is equipped to a very high standard and the reception class has a good amount of materials. On the other, the mixed-age class is lacking in basic resources and provides a sterile place for the learning of young children.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

#### Main strengths and weaknesses

- Good teaching provides most children with interesting activities and imaginative experiences.
- Their warm relationships with teachers contribute to children's confidence, increasing independence and dealings with one another.
- Teachers in the nursery and reception class use interesting resources to provide children with imaginative, enjoyable experiences.
- A lack of resources limits the activities available to children in the mixed-age class

#### Commentary

28. Achievement in personal, social and emotional development is mostly good. In their second term in the nursery, children are forming the good relationships on which the ability to work alongside others is based. The lovely warm manner used by staff was apparent when they thanked a group of children for their good behaviour and the sensible way they followed the rules of the class. Because they are liked, humoured and encouraged, children show the same liking for one another. *"You're my friend"*, one boy commented to another as they ate their snacks. The friend nodded in agreement and the pair practised using nicknames to confirm their friendship. Similarly, in reception, children are open, confident and friendly. They welcome visitors and are anxious to exchange personal details and to show off their work. Generous praise of others reflects the encouragement given by teachers. This was mirrored when children in reception drew attention to the finer points of paintings of *Sunflowers* on the classroom wall.
29. The provision of interesting resources promotes considerable enjoyment of new experiences. In the nursery, a group was occupied for a whole session with a model farm complete with animals and farmers. When a boy joined their group and removed some animals it looked as though the activity would end. Because their enjoyment was so strong, the group overlooked the disturbance, absorbed the newcomer into the activity and continued working quietly side by side. The same calm and pleasant atmosphere is not as well established in the mixed-age class. Children's concentration is often disturbed at crucial moments by a very few children with emotional and behavioural problems. Resources in this class are too limited to provide the best opportunities for personal, social and emotional development.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teachers are good at captivating children's interest in books and stories.
- They develop children's vocabularies effectively through role-play, questioning and discussion.
- The way that writing is assessed in the reception class provides a clear view of children's achievement.
- Teachers make good use of homework for children to practise their reading.
- Not all children in reception are using the sounds of letters to build their own spellings.

### Commentary

30. Achievement is good in the nursery and satisfactory in reception. A love of books and stories is instilled by teachers who use their skills as storytellers to capture children's interest. The teacher in the nursery extended children's enjoyment of *We're going on a bear hunt*, while increasing their vocabularies in role-play. To facilitate this activity, a few simple phrases were suggested to the characters, and the teacher and support staff led children through the scenery they had made for each step of the adventure. For children who lack confidence when speaking in the presence of others this activity provided a good opportunity to express themselves in an enjoyable way. The journey became so realistic for a few children that they were convinced that a real bear with *two, big, boggly eyes* would be waiting when they arrived at *the cave*. The skilful questioning of the teacher in reception drew out children's observations about a new story and encouraged them to talk about their favourite happening.
31. With a brisk start on a pleasurable programme to introduce the names of sounds and letters, children use this knowledge to begin to read and write. Children in reception are encouraged to use their growing knowledge of letters to build up spellings in their writing. Many show confidence and accuracy when reading their writing to the teacher. In the mixed-age class, children are more dependent on adults to scribe their writing and are not making enough use of the sounds of letters when they copy adults' work. Almost all children make steady gains in writing and reading and are on course to meet the goals established for their learning before their reception year is over. To add to the impact of reading in lessons, teachers involve parents in reading with their children at home.
32. A good feature of teaching in the reception class is the way that children's writing is assessed. A printed sheet inside the cover of children's books lists carefully graded targets for development. In addition to maintaining this record in a place where it is clearly visible, the teacher makes notes on each piece of writing on the quality of the work and extent of the achievement. By using this procedure, the teacher knows at a glance where children are up to and what the next step of their learning needs to be.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Teaching in the nursery provides a very good start to children's mathematical development.
- Teachers in the reception classes are not planning together closely enough to meet the needs of different groups of children.

## Commentary

33. Evidence from assessment and planning in this area indicates that children's early achievement with number and problem-solving in particular, is promoted to a good level in the nursery. This happens because the teachers and staff understand children's needs and are good at using all available opportunities to develop mathematical understanding.

### Example of outstanding practice

**An example of a very good activity that incorporated mathematical and personal development took place in the nursery when a teaching assistant supervised a group who were sharing a snack.**

The assistant asked a child to walk round the group and offer each member some fruit. After eating the fruit, the children looked expectantly at the pieces remaining in the bowl. Realising that there were only four pieces for five children, the assistant asked, *What are we going to, we haven't enough?* Quick as a flash, a girl answered, *Go to the shop.* When told that this wasn't an option, she suggested, *Go and check in the kitchen.* The rest of the group was clearly baffled. Undeterred, the assistant distributed the fruit to illustrate that one of them was left without a piece. Those who got some fruit were happy with this situation until the assistant persisted in achieving her objective by telling them firmly not to touch the fruit and repeating the question, *We have five children and only four pieces of fruit. Is it enough?* Faced with the possibility of not getting the fruit the children decided that they needed another piece. They had learned the lesson but were unsure how to resolve the problem. With further effort from the assistant, they finally realised that by cutting the fruit everyone could have a slice. Left to their own devices as the assistant went for a knife, no-one was tempted to eat the fruit. They waited patiently for the knife to arrive and the fruit to be shared.

34. While teaching and children's achievement are satisfactory in reception, there is little evidence that teachers take advantage of the good start to mathematical development in the nursery. Since last term, teachers in the reception and mixed-age class have become aware for the first time that children in their classes did well in mathematics while they were in the nursery. They are not using this new information to best advantage by jointly planning activities that consistently meet different children's needs. Almost every child in reception is on course to meet the goals established for mathematical development before they reach Year1. Because of the good quality of their experiences in the nursery, a significant group of children will exceed the goals.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

With a student teacher in reception, too few lessons were observed and too little recorded work was available to make judgements about these areas across the Foundation Stage.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards are rising as a result of consistently strong teaching in Year 2 and Year 6.
- Many pupils attain high standards in spoken English.
- Not enough use is made of ICT in pupils' writing.
- Pupils miss essential parts of lessons when they are taken out of the class to work with computers.
- Good leadership and management are improving teacher's expertise and the use of assessment to improve pupils' learning.

#### Commentary

35. Standards in English are rising as a result of:

- *intensive training for teachers who lacked skill with the National Literacy Strategy;*
- *placing key staff in Years 2 and Year 6;*
- *advice from the local education authority's consultant;*
- *the introduction of new systems to assess pupils' learning;*
- *improvements to teachers' knowledge about different levels of writing;*
- *emphasis on pupils' spoken English;*
- *pupils' enjoyment of the subject.*

36. Improvement is marked in Year 2, where standards in reading were below average in 2003. Acting on advice, the school recently standardised the way that reading is taught. As a result, all pupils now read on several occasions each week to both teachers and teaching assistants. In Year 2, trained adults from the community add to these sessions by helping pupils who lack help for their reading at home. The school also activated support from parents, governors and friends who work alongside pupils in lessons. The effectiveness of these strategies is evident in the growing skill and enthusiasm expressed by pupils who need a boost to their reading. Many parents add effectively to this drive for improvement by reading with their children at home. Thorough and detailed records indicate that a substantial group of pupils in Year 2 is reading well beyond expectations for their age. About a quarter of pupils were struggling to read competently on entering the class. Half of this group are now likely to reach the expected level in national tests in 2004. Achievement is good in Year 2.

37. The teaching of English is at its best and consistently good in Year 2 and Year 6. Elements of good and sometimes very good teaching are evident in other year groups, but most lessons reach a satisfactory standard. Standards are rising as a direct result of the headteacher's action in placing key staff where they can do most good in raising standards and accelerating pupils' learning. Although the impact of good teaching is evident in these classes, other teachers have room to improve their expertise if standards are to rise throughout the school. Consequently, achievement in English is satisfactory by the time pupils reach Year 6. The practice of removing pupils from essential parts of lessons for work in ICT is hindering some pupils' learning in English. In Year 6, the expertise of the new deputy headteacher is evident in improvements to pupils' reading and writing. The proportion of more able pupils in this class is greater this year than last and as a result, more pupils are working towards high levels in national tests in reading and writing. However, about a quarter of pupils in Year 6 experience difficulty with their learning. Close guidance for these pupils from the teacher and a skilled teaching assistant is reducing the gap between the level expected of pupils in Year 6 and the lower level they will achieve in national tests. A less competent reader in Year 6 commented

that because of encouragement from her teacher, she reads *every single night at home* and thinks she *has improved a lot* from the time when she *struggled with difficult words*.

38. At the last inspection, standards in speaking were judged to be low. This is no longer the case because many pupils' spoken language is the strongest aspect of their attainment in English. Good behaviour and relationships with teachers allow most pupils to express themselves freely and with confidence. In a very good lesson in Year 4, pupils used their growing vocabularies very effectively to produce figurative and expressive language. *An evil dwarf was very devious when plotting mischief* and .....*he slithered silently like a snake*.

### **Language and literacy across the curriculum**

39. Teachers ensure that pupils have a good variety of opportunities to practise many forms of writing in different subjects. Pupils write to express their ideas and record their understanding in subjects such as religious education, history, geography and personal and social education. Their competence in spoken language is developed effectively when pupils are encouraged to voice their opinions in clear vocabulary, talk about their work and read it aloud in lessons, assemblies and at meetings such as those held by the school's council. There is little evidence of the use of ICT in pupils' writing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Good leadership and management are helping to raise standards.
- Teaching and learning are good in Year 2 and Year 6.
- Teachers are not giving pupils enough opportunities to develop skills in solving problems.
- Good support is given to pupils with special educational needs.
- Arrangements for checking pupils' progress are thorough.
- Taking pupils out of lessons to work with computers hinders their learning in mathematics.

### **Commentary**

40. Over recent years, the results of national tests for seven and 11-year-olds have varied considerably, and in 2003 were well below average. To improve standards, the school has worked closely with a numeracy consultant from the local education authority to provide training and support for all teachers. The newly appointed deputy headteacher, who provides good leadership and management of the subject, has also provided high-quality training to develop teachers' expertise in mathematics. This has been successful and pupils in Year 2 and Year 6 are now reaching the standards expected for their age and making satisfactory progress. There has been good improvement since the previous inspection, particularly in the way that the thinking of more able pupils is challenged. The work they are given now matches their needs.
41. Teaching is mostly satisfactory. It is good in Year 2 and Year 6 where lively, interesting teaching ensures that all pupils work at levels that their needs. Teachers in these year groups are enthusiastic about mathematics and make learning enjoyable for their pupils. Good knowledge of the subject enables them to ask relevant questions and to use accurate mathematical vocabulary to develop the pupils' understanding. Brisk introductions to lessons result in pupils making quick responses to problems that they work out in their heads. This was evident in Year 2 when pupils calculated addition facts to 20 and, in Year 6, when they answered questions about the nine-times table. Pupils talk with enthusiasm about their work and clearly enjoy practical activities. Because of this, their behaviour is good and they maintain concentration for lengthy periods of time. Working harmoniously in pairs and small

groups makes a positive contribution to pupils' personal development. Teaching assistants provide strong guidance for pupils with special educational needs who encounter difficulties with mathematics. This enables them to take a full part in lessons and to achieve the targets of their individual education plans. In some classes, where the teaching is satisfactory but not as strong as in Year 2 and Year 6, teachers are not providing enough opportunities for pupils to take part in practical mathematical investigations. As a result, their problem-solving skills are not as well-developed as they could be. When pupils are taken out of lessons to work with computers they miss important aspects of the work in mathematics. This hinders their progress.

42. Assessment is thorough and gives teachers a clear view of pupils' attainment and knowledge of what is needed next to improve their performance. Planning is successful in ensuring that all pupils are given work that builds on previous activities and adds to previous learning.

### **Mathematics across the curriculum**

43. There are satisfactory opportunities for pupils to practise the skills of numeracy in other subjects. For instance, pupils use thermometers in science accurately to read temperatures. In history, they construct timelines to increase their understanding of chronology.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Too few more able pupils are reaching the standards of which they are capable by the time they reach Year 6.
- The subject has not received enough attention to raise standards in recent years.
- Good teaching in Years 2 and 6 provides pupils with opportunities to deepen their understanding of scientific ideas.
- Pupils enjoy science especially when involved in investigative work.

### **Commentary**

44. Standards are satisfactory in Year 2 but below average at the end of Year 6. Although most pupils in Year 6 are on track to attain average results in national tests this year and their achievement is satisfactory, not enough pupils will reach the high standard of which they are capable. This is because until recently more able pupils have not been provided with the challenges they need to do their best, particularly in recording the findings of investigations. Although teachers often challenge the thinking of these pupils in discussions and with questions and they often take the lead when carrying out investigations, more demanding work is not always provided to meet their needs and some teachers' expectations of what they can achieve are too low.
45. Teaching is satisfactory. It is good in Year 2 and Year 6 where teachers consistently provide opportunities for investigations that clarify pupils' understanding of scientific ideas. In Year 6, opportunities are also provided for pupils to set up their own experiments. However, not all teachers provide these good opportunities, although recently, they have provided more investigative work. Teachers are mostly well organised and prepared. Some use questioning skilfully to probe pupils' understanding and deepen their thinking. They introduce lessons well with a good balance between explanations from the teacher and independent work. This helps pupils to become responsible for their work. In a good lesson in Year 6, for example, pupils tested how the temperature of water affects the way different materials dissolve. When lessons are interesting, pupils show considerable enjoyment in their work. They are keen to undertake experiments, show mature attitudes in discussion and handle scientific equipment

with care. Although the school has a wide range of equipment, there is not always enough to go round during investigations. However, teachers make the best use of available resources.

46. For the past two years, the drive to raise standards in the school has focused successfully on English and mathematics. Science is highlighted in the school's improvement plan as the next subject for development. Because science has had a low profile in the school over a considerable period of time, standards in Years 3 to 6 are not as good as they were at the last inspection. Since that time, the subject leader was not given opportunities to gain an overview of teaching and learning. Nor, before the appointment of the current headteacher, was he expected to monitor any aspects of provision. However, the school now has good plans for improvement. These include employing a consultant to provide an action plan, training and a programme of work that will help all teachers to understand how standards can be raised through practical investigative activities.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information, communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- Pupils enjoy using computers and are keen to learn new skills.
- The school makes good use of the skills of a knowledgeable teaching assistant.
- Pupils are not using ICT often enough to develop their understanding of other subjects.
- Teachers in Years 2 and 3 make good use of interactive whiteboards to improve pupils' learning.
- Because much of the work takes place outside timetabled lessons, pupils miss important work in other subjects.

### Commentary

47. The standards reached by most pupils in Year 2 and Year 6 are satisfactory. Most of the teaching is sound in ICT but it is good in Year 6. Although the introductions to lessons are usually taught in classrooms by teachers, small groups of pupils often practise new skills outside the classrooms in a designated computer base. Consequently, there is considerable disruption to lessons as pupils change groups or complete their work during lessons in other subjects. For example, pupils in Year 2 missed the taught part of an English lesson to work in the computer room.
48. It is only recently that teachers have taken responsibility for the subject. Previously, the subject was taught by a well-qualified, knowledgeable and competent teaching assistant who continues to teach groups in the computer room. Two teachers, who have interactive whiteboards in their classrooms, use these effectively to develop pupils' skills in ICT and other subjects. While teaching assistants provide good guidance for individual pupils, teachers are not always checking the progress of these pupils as they learn. For instance, teachers often miss opportunities to call a whole group together to explain a technique. As a result, teaching assistants waste time explaining the same idea to different groups of pupils.
49. Good teaching took place in a lesson in Year 6 when pupils learned to design multi-media and filmstrip presentations based on research about Sowerby Bridge. By demonstrating a *slide show* with deliberate faults the teacher made powerful teaching points that enabled pupils to avoid the same pitfalls when designing their own presentations. The emphasis the teacher placed on making sure that each slide pupils produced was fit for its purpose ensured that they focused on the most important points and decisions of the process. Some teachers are not making enough use of computers in the classrooms to promote pupils' learning. Pupils enjoy using computers and are very positive about acquiring new skills. They are confident and highly motivated when working independently. The way teachers encourage pupils to work together when planning work or during filming makes a good contribution to their personal and social development.

50. The subject is led and managed satisfactorily. A recent audit has produced good plans for future action. Monitoring is underway and pupils are beginning to assess their own learning.

### **Information and communication technology across the curriculum**

51. Currently, teachers are not encouraging pupils to make good use of ICT to develop their understanding in other subjects. However, a new programme of work and detailed planning is ready to link ICT to other subjects as soon as the school's hardware is upgraded. At present, ICT is soundly used to support learning in mathematics by the use of spreadsheets and word processing.

## **HUMANITIES**

### **GEOGRAPHY**

Since only one lesson was seen, there is not enough evidence to make judgements about standards in Year 2 or Year 6.

52. Teachers' planning and pupils' written work indicate that the subject is covered in sufficient depth. The teaching in Year 6 makes good use of fieldwork in the locality to develop pupils' geographical skills. For example, pupils use the nearby River Calder to carry out investigations about rivers. They acquire satisfactory skills when studying ordnance survey maps to trace the river's source. Residential visits also provide first-hand experiences of different geographical features. Pupils are provided with opportunities to practise their skills in numeracy when creating bar graphs to show monthly rainfall patterns in the Lake District. Procedures for assessment are at an early stage of development and are not providing teachers with a clear picture of attainment and progress. The monitoring of teaching and learning has been limited since vital attention was recently given to improving standards in English and mathematics. However, the subject leader has put a clear plan of action into place for raising standards by improving the quality of teaching and learning throughout the school.

### **HISTORY**

Two lessons were observed in Year 3 and Year 4. One of them was taught by a student on a placement. Consequently, there is not enough evidence to make a secure judgement about standards or the quality of teaching and learning.

53. Pupils' written work indicates that teachers provide a satisfactory range of historical experiences that are enhanced by the availability of artefacts and a good programme of school visits. However, their writing also reveals that too often, pupils at different levels of attainment are expected to do the same work.
54. Pupils in Year 1 handled bottles, stoneware and kitchen utensils when they learned about the Victorian period. In Year 3, pupils improved their understanding of the Vikings when they visited the *Jorvik* centre in York. Good links exist between pupils' work in history and their learning in other subjects. Pupils in Year 4, for instance, used their skills in design and technology to construct effective models of Tudor houses. However, some pupils in the class missed important elements of the lesson when they left the classroom to work with computers.

## **RELIGIOUS EDUCATION**

Provision for religious education is **satisfactory**.



## **Main strengths and weaknesses**

- Pupils have good understanding of the religious ideas and practices of a variety of world faiths.
- Teaching is good in Year 2 and Year 6.
- The work pupils are expected to do could be better matched to their ability.

## **Commentary**

55. Most pupils in Year 2 and Year 6 reach the standards expected in the locally agreed syllabus and their achievement is mainly satisfactory. Pupils with special educational needs often achieve well because they benefit from the individual support provided by teaching and support assistants.
56. Teachers have introduced the revised locally Agreed Syllabus successfully and make good use of it to introduce pupils to a variety of religious themes and traditions. Most teachers base their planning on the study units of the syllabus to ensure that the work expected at each key stage meets requirements. Consequently, pupils in Year 2 can name features of a church such as a cross, communion cup and stained glass windows. They compare these to a mosque as they learn about prayer halls and the Qur'an. By the end of Year 6, most make satisfactory progress in their learning and are exploring the significance of candles in Judaism and researching the lives, achievements and values promoted by religious leaders such as John Wesley and Martin Luther King.
57. Although pupils' written work indicates teaching in other year groups is satisfactory, it is good in Year 2 and Year 6. This is similar to the situation at the previous inspection. In Year 2, for example, the teacher skilfully introduced the idea of special religious days by drawing on pupils' experience of birthdays and the significance of giving and receiving presents. This led to effective work, guided by two, well-briefed teaching assistants, where pupils used photographs and books to find out about special days in other world faiths. This good knowledge of the subject was also apparent in a carefully planned and effective lesson in Year 6, where the teacher introduced pupils to a Torah scroll. As the teacher began to unwind the scroll, lively discussion began. This provided a good opportunity for speaking and listening as pupils expressed their views. The activity resulted in good achievement by all pupils in the class. The teacher expected more able pupils to produce more challenging work. They responded well as they spoke confidently, using religious terms such as *sacred* accurately. Less able pupils, with help from a teaching assistant, also achieved well using simpler vocabulary as they worked together making notes about their observations.
58. Pupils' written work does not show enough attention by teachers to providing work that matches pupils' different levels of understanding. Too often the work is the same for all pupils and sometimes it is based on text that has been copied. Opportunities are limited for pupils to produce work based on their individual research. Subject leadership is satisfactory. The co-ordinator has successfully reviewed the policy and provided training to introduce the revised syllabus.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **ART and DESIGN**

Although no lessons were observed, it is evident from displays that standards and pupils' achievement are satisfactory.

59. Teachers provide opportunities for pupils to use a wide variety of materials to develop their skills in different artistic techniques that include work in three dimensions. Pupils' art displayed around the school is of satisfactory quality and they take care with their work. The school

values pupils' work highly, as demonstrated by the number of paintings that are professionally mounted.

## **DESIGN and TECHNOLOGY**

There is not enough evidence to make a secure judgement about standards or the quality of teaching and learning.

60. Curriculum plans provide opportunities for pupils to use a wide range of materials to develop their skills in the subject. They learn about designing and making a range of products and to provide simple evaluations about their quality and how they might be improved. Pupils in Year 6 are proud of *shelters* they made and their work shows care and thought. In the one lesson observed, the pace was too slow and pupils had to wait too long to comment on the taste of various types of bread.

## **MUSIC**

There is not enough evidence to make a secure judgement about standards or the quality of teaching and learning.

61. The school has recently introduced a new programme to ensure that all aspects of the subject are taught in a progressive manner through the school. Provision is enhanced by visiting musicians who help pupils to develop their skills with a variety of musical instruments that include drums, clarinet and guitar. Pupils have taken part in a drumming workshop and visited a theatre in Halifax to watch a performance of a world-famous drumming troupe. Pupils in Years 3 to 6 have the opportunity to improve their singing by joining the school's good-quality choir. They are all encouraged to take part in musical performances that are held each year for parents and members of the community. Pupils' singing in assemblies is enthusiastic and this is a part of their school life that they obviously enjoy. Assessment procedures and the monitoring role of the subject leader are at an early stage of development.

## **PHYSICAL EDUCATION**

Without evidence from more than two lessons, it is not possible to make a secure judgement about standards or the quality of teaching and learning.

62. In the two lessons for pupils in Year 2 and Year 4, the teaching was good. Teachers demonstrated the techniques of dance and different forms of movement well and successfully encouraged pupils to evaluate and improve their performance.
63. Teachers' planning indicates that a full curriculum is taught in all aspects of the subject and teachers provide very good opportunities for pupils to improve and extend their skills. For instance, pupils take part in a wide range of extra-curricular activities and also work with a good variety of professional coaches at various times of the year. The school takes part in competitive Sports Association Tournaments throughout Calderdale that include football, netball, athletics and gymnastics. Pupils in Years 3 to 6 have swimming lessons and, by the time they leave school, most of them swim the nationally expected 25 metres and have good knowledge and understanding about water safety. Because of their shape and the nature of the site, outdoor hard surfaces and the grassed area are unsuitable for physical education. Assessment procedures and the monitoring role of the subject leader are at an early stage of development.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education and citizenship is **good**.

## Main strengths and weaknesses

- The school places strong emphasis on pupils' personal and social development.
- Pupils are given clear guidance that helps them to become responsible citizens.
- They are encouraged to follow healthy lifestyles.

## Commentary

64. Teachers plan opportunities in lessons that help pupils to respect the values and beliefs of other pupils and adults, as well as developing their own self-esteem. Pupils are encouraged, in and out of classrooms, to show initiative and take responsibility. This practice makes a good contribution to their personal development. For instance, pupils who are elected to the school council learn to express their views about school issues and to experience the democratic process. Pupils throughout the school enjoy *circle time*, when they sit in a circle with their teacher to discuss a variety of issues and any concerns they have about school. This time is also used to discuss how pupils can become responsible citizens. For example, pupils in Year 6 discussed different ways to express their feelings and to request changes to the behaviour of others in the class without judging, threatening or blaming. They talked in a mature way about how they could be assertive without being confrontational.
65. Assemblies, where their achievements are celebrated, make all pupils feel they are respected as valued members of the school's community. These events are very effective in promoting their personal and social development. Pupils' social development is supported well by extra-curricular activities and an extensive range of educational visits that include residential stays for children in reception and pupils in Year 6. During these experiences, they learn a variety of social skills, such as getting along with others in a diverse society, working together and caring for others. Sex education encourages pupils to consider responsible behaviour and the values of family life. They are helped to develop positive attitudes towards healthy eating and made aware of the harmful effects of drugs through their work in science.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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