



# Copley Primary School

## Inspection Report

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**Unique Reference Number** 107480  
**LEA** Calderdale  
**Inspection number** 277758  
**Inspection dates** 7 November 2005 to 8 November 2005  
**Reporting inspector** Mrs Lesley Clark CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Wakefield Road
<b>School category</b>	Community		Copley
<b>Age range of pupils</b>	4 to 11		Halifax, West Yorkshire HX3 0TP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01422 354209
<b>Number on roll</b>	222	<b>Fax number</b>	01422 369910
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Chris Giddings
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Ms L McGregor

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average size school in Copley on the edge of Halifax. Socio-economically the school is broadly average though the number of pupils known to be eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities (15 per cent) is a little lower than average but the number with significant difficulties is high. Five pupils have statements of special needs. Almost all the pupils are of white British heritage. A small number are looked after children. When children start school their attainment is average. There have been several changes of staff in the last two years, including the appointment of a deputy headteacher. Currently, boys significantly outnumber girls in Years 3 to 6.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The school succeeds in its aim to 'inspire and develop an interest in learning for life within a safe and happy environment'. It gives good value for money. Attendance and behaviour are outstanding and the school prepares pupils extremely well for their future economic well-being. Standards are above average overall at the end of Year 6 and outstanding in mathematics. All pupils make good progress throughout the school, becoming articulate and out-going people. This is because of good teaching and outstanding provision for their personal development. Provision for children in the Foundation Stage is good and children have a good choice of interesting indoor and outdoor activities. The curriculum is good, giving pupils a balanced education. The school has identified a need to integrate more fully into the curriculum opportunities to expand pupils' multicultural awareness. Pupils are extremely well looked after and lead healthy lives. All pupils are valued at the school and their views are sought and acted upon. Leadership and management are good and governors give effective support to all aspects of school life. The school recognises that pupils' performance in science is lower than that in English and mathematics and agrees that more could be done to reinforce the use of technical vocabulary in this subject. The school's self-evaluation is accurate and excellent use is made of it to raise standards. Improvement since the last inspection is good and the school is well placed to improve at the recent accelerated rate noticeable since the appointment of the deputy headteacher.

### What the school should do to improve further

- Reinforce pupils' use and understanding of technical vocabulary in science so as to improve their performance in national tests.
- Expand pupils' multicultural awareness by integrating multiculturalism into curricular provision.

## Achievement and standards

### Grade: 2

Achievement and standards are good overall. Children make good progress in the Foundation Stage. Most children reach the level expected at the start of Year 1 and about a third exceeds it. This good progress continues, resulting in consistently above average standards at the end of Year 2 with a large proportion of pupils exceeding nationally expected levels notably in reading and mathematics and more recently in writing. By the end of Year 6, standards are above average in English, well above average in speaking and listening and outstanding in mathematics. This is because of outstanding teaching in which solving mathematical problems is an integral part of pupils' daily learning and pupils are encouraged to question and discuss. The trend in the school's results is upward, particularly in English. Pupils read widely and think that the school library and information and communication technology (ICT) has helped develop their skills. Their writing is accomplished - it is accurate, fluent and uses a

wide range of punctuation. In science, pupils' performance in national tests is average though their investigative work is better. Their use and knowledge of scientific language is less assured than in English or mathematics. Pupils with learning difficulties and/or disabilities make good progress and almost all pupils reach the level expected of their age by the end of Year 6. Boys and girls achieve equally well.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being is outstanding. Pupils really enjoy coming to school to learn. Attendance is outstanding and awards such as the 'WOW' certificate for 'worker of the week' inspire them. Behaviour is outstanding. Pupils treat each other with respect. Bullying is rare and pupils understand what to do if they are in trouble. They feel very comfortable at school and declare: 'Our teachers do listen to us'. The school council effectively represents pupils' views and pupils are proud of what it achieves on their behalf. They have excellent economic awareness and are mature enough to understand that they cannot have everything at once; for example, they explained, 'We really wanted some new toilets but knew that we couldn't have them at the moment because the money has been spent on the new fence which we also needed.'

Pupils' spiritual, moral and social awareness is extremely good but their multicultural awareness is less strong. Each class has devised its own code of conduct, contributing to their thoughtfulness towards others. Playground 'buddy guards' from each class take it in turns to make sure everyone has someone to play with. Pupils raise funds for a wide range of charities and have an excellent understanding of the problems facing those with disabilities through working with a special school. In particular, the school's 'signing choir' in which pupils use their hands to convey the words of songs, gives them spiritual as well as intellectual insight.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and outstanding in mathematics. Outstanding lessons were seen in Years 2, 6 and the Foundation Stage where, for example, children assiduously 'write' and 'read' their own books. Teachers' good subject knowledge means they teach confidently and with touches of playfulness. Pupils say: 'Our teachers make our lessons very interesting and fun.' The level of challenge is high for more able pupils and in Year 6, small teaching groups in English and mathematics means that pupils receive considerable individual help. Teachers carefully organise groupings so that more able and less assured learners or those with learning difficulties learn equally well. Skilled questioning and competent use of technology injects pace into teaching and ensures active learning, particularly in those classes where boys heavily outnumber girls. Outstanding features include frequent opportunities for pupils to

apply what they have learnt such as creating mathematical questions or incorporating new punctuation when writing an autobiography. Marking is very effective, indicating what needs to be improved and how.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well planned to link different subjects effectively under scientific themes such as 'light and dark'. Good provision for literacy and numeracy enables pupils to use basic skills well in other subjects. Education for living healthily and safely is good. Pupils are aware of the importance of exercise, as when Year 5 energetically practised a dance routine, striving for perfection. The Foundation Stage curriculum is well planned to provide many varied indoor and outdoor activities in all areas of learning. The strong element of play and choice continues in Years 1 and 2, enabling pupils to make good progress. The extensive range of after school clubs, some targeted at pupils with specific needs, such as tennis for Year 1 and 2 pupils who lack confidence, and 'special weeks' devoted to the arts, contribute to pupils' well rounded education. The multicultural week made a start on highlighting this aspect of the curriculum but this needs integrating much more fully into the teaching programme.

## **Care, guidance and support**

### **Grade: 1**

This is outstanding. The school's assessment is over-modest. Academic and personal development of pupils, including those with learning difficulties and/or disabilities, is tracked very thoroughly and their needs are fully met. Pupils know their targets and what they need to do to improve. This results in increasingly high standards and happy, confident pupils. The needs of gifted and talented pupils are fully catered for, particularly in literacy, numeracy and the arts, as are the needs of those who have learning difficulties and/or disabilities. The pupils feel that they come first in this school and their parents agree. There are very effective child protection and health and safety systems in place. Links with parents are strong and parents appreciate the support the school gives their children. There are excellent relationships between pupils and staff which help to create the delightful ethos throughout the school in which children feel they have a definite part to play.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and all staff work well as a team. Self-evaluation is accurate and planned developments will undoubtedly further improve the school. The initiative to raise boys' achievement through catering for different learning styles is proving successful. More active learning through practical tasks and extensive use of ICT equipment as a tool for teaching and learning is improving boys' performance. The headteacher's vigorous leadership of mathematics is reflected in outstanding standards. There is now a need to sharpen pupils' scientific explanations through a

similar concentration on accurate terminology. The leadership team is currently developing the curriculum, concerned that pupils' multicultural awareness is rather narrow. Successful procedures are in place to monitor the school's work and creative use of staffing has brought greater diversity to both teaching and learning as well as giving staff time for management, planning and preparation. Financial management is good and parents are extremely supportive. Governors are involved well and add to its efficient running through monitoring what goes on. The principle that pupils should learn with confidence and enjoyment lies at the heart of this school. Displays show the value placed on pupils' work and photographs highlight children's delight in new experiences such as exploring nineteenth century medical equipment in a local museum. It is a school where children matter and their views are sought on a wide range of topics from mathematics to improvements to the playground. With recent changes in the leadership team the pace of change is racing ahead and the school is well placed to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and for being so friendly. We enjoyed talking to you and hearing about the books you like reading. We enjoyed our visit and want to share with you what we thought about your school.

What we liked most about your school:

- we think that you are taught well and that your teachers make lessons interesting and fun
- we are pleased that you all get on so well together and we liked the way you make sure that everyone has someone to play with
- we think you have an interesting range of extra activities and that your signing choir is very special
- your school council has lots of good ideas and we are pleased that you are proud of your school.

What we have asked your school to do now:

- we think you need to learn and use technical words in science more accurately
- we would like you to know and understand more about people from other cultures.

We liked meeting you and watching you learn and wish you well for the future.