

INSPECTION REPORT

Cross Lane Primary School

Elland

LEA area : Calderdale

Unique Reference Number : 107533

Headteacher : Mr D Gill

Reporting inspector : Mr S Bywater
18463

Dates of inspection : 29th November to 2nd December 1999

Under OFSTED contract number: 706864

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and junior school with nursery class

Type of control : County

Age range of pupils : 3 to 11

Gender of pupils : Mixed

School address : Cross Lane
Elland
West Yorkshire
HX5 OLP

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Appropriate authority : Governing body

Name of chair of governors : Mr A Mitchell

Date of previous inspection : May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Steve Bywater, Rgl	Religious education History Music	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development
Colin Herbert, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Parents and the community
Marion Hirst	English Design and technology Under fives	Leadership and management
Peter Graham	Science Information technology Physical education	Staffing, accommodation and learning resources Efficiency
Peter Isherwood	Mathematics Art Geography Special educational needs	Curriculum and assessment

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The Office for Standards in Education
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Main findings

What the school does well

- Teaching is at least satisfactory all lessons and good or better in 55 per cent.
 - Pupils attain highly in information technology which is a strength of the school.
- Most pupils behave well and have good attitudes to their work.
- The school's overall provision for the pupils' spiritual, moral, social and cultural development is good.
 - Children under five make a good start to their school life in nursery and reception classes.
 - Leadership and management of the school are good.
 - The curriculum and assessment of children under five is good.
 - The school's procedures for caring for pupils' well-being and health and safety are good.
 - The provision of extra-curricular activities is good.
 - The partnership with parents is very good and there are very good links with the community.
 - Financial planning, control and administration are good.

" Where the school has weaknesses

- Higher attainers are insufficiently challenged at times.
- Assessments in English are not always used effectively.
- The planning in some subjects does not contain specific information on skill development.
- Monitoring of standards and teaching is not formal enough.
- Teachers' marking is not always helpful and teachers' expectation of pupils' presentation of their work is not high enough.

The school has strengths that by far outweigh the weaknesses. However, the weaknesses will form the basis of the governors' action plan following the inspection. Some of the weaknesses were identified by the school prior to the inspection.

How the school has improved since the last inspection

The school has made a good improvement on the standards achieved in the last inspection. Standards have improved as the school has responded well to the key issues from the previous report. Pupils' good attitudes, behaviour and personal development have been consolidated. Relationships within the school are also good. Curriculum planning has improved and schemes of work have been developed in all subjects. Although assessment in English is still in need of further development, overall assessment has improved significantly and is used well to modify plans and revisit areas when necessary. The quality of pupils' social and cultural development, especially through the arts has improved and is very good and at times outstanding.

The school has improved significantly since the last inspection, sets realistic and clear targets and is well placed to sustain development.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above</i> B
			<i>average</i> C
			<i>below</i> D
			<i>well below average</i> E
English	D	D	
Mathematics	C	C	
Science	C	D	

The table shows that in mathematics and science pupils' attainment was close to the national average but below average in English. When compared with similar schools pupils' attainment was close to the national average in mathematics but below average in English and science.

In the current Year 6, standards are broadly average in all areas of English, mathematics and science. Attainment is above average in information technology. Most pupils attain average standards in design and technology, geography, history, music and physical education. In religious education pupils' standards are in line with the requirements of the locally agreed syllabus at the age of eleven. A significant number of pupils attain high standards in music, art and physical education where they benefit from expert tuition and are provided with very good opportunities to perform.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Good
Science		Good	Satisfactory
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Overall, the teaching is good with all lessons being at least satisfactory. Of these, 55 per cent are good and 14 per cent are very good. The quality of teaching of children under five is good in all areas of learning. All lessons are at least satisfactory and 83 per cent of lessons are good. The teachers and support staff have high expectations and plan challenging tasks based on a clear understanding of the needs of these children and have good assessment systems.

All of the lessons in Key Stage 1 are at least satisfactory, of which 76 per cent are good and 14 per cent are very good. Teaching in Key Stage 2 is satisfactory overall with all lessons being at least satisfactory, of which 30 per cent are good and 18 per cent are very good. Teaching in Key Stage 1 is consistently good and better overall than in Key Stage 2. However, teaching is very good in the mixed Years 5 and 6 class and also in Year 6.

Teachers' subject knowledge is satisfactory overall and good in some subjects. For example, during the inspection teaching was especially impressive in information technology, art, music and physical education lessons. Although all lessons seen were satisfactory, some lessons in Years 3 and 4 had shortcomings. Some higher attaining pupils are not sufficiently challenged because work is not well matched to the pupils' different needs and pupils become restless.

Other aspects of the school

Aspect	Comment
Behaviour	The majority of pupils concentrate and behave well. Most are polite and courteous. However, in Key Stage 2, there are a few pupils who display inappropriate behaviour.
Attendance	Very good. Well above the national average. Pupils arrive promptly and lessons begin on time.
Ethos*	Good. Most pupils have good attitudes to work. There are good relationships between staff and pupils. There is a strong commitment to raising standards.
Leadership and management	Good. There is a strong sense of common purpose although staff and governors do little formal monitoring of teaching and the curriculum. There is good planning for school development and regular evaluation of progress toward the targets.
Curriculum	Broad and balanced. There is good provision of extra-curricular activities. Short term planning is sometimes too vague and this leads to a lack of challenge for higher attainers on occasions.
Pupils with special educational needs	Good. Teachers and support staff provide good support. Pupils are well integrated and work is adapted to meet their needs. Individual education plans are satisfactory overall but a number have targets that are not specific enough to ensure pupils make progress.
Spiritual, moral, social & cultural development	Good overall. There is very good social and cultural development. Pupils are strongly encouraged to be responsible.
Staffing, resources and accommodation	Good overall. There is very good provision of support staff.
Value for money	In view of pupils' good progress and good attitudes and behaviour, the school provides good value for the money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

The evidence for the judgements below are based on the comments made by 12 parents who attended the pre-inspection meeting, 73 returned questionnaires and other parents' comments during the inspection week.

What most parents like about the school	What some parents are not happy about
I. Children enjoy coming to school. II. The school keeps parents well informed and encourages parents to take an active part in the life of the school. III. Parents find it easy to approach the school with problems. IV. The school encourages good behaviour and parents support the school values and attitudes. V. Parents are pleased with the standard of their children's work.	VI. Some parents feel that higher attainers

Inspectors share the parents' very positive views and also agree that higher attainers could be challenged more.

· **Key issues for action**

In order to improve the quality of education and raise standards, the headteacher, governors and staff should:

- 1) raise the attainment of all pupils, but especially higher attainers by:**
(paragraphs 15, 32, 51, 53-5, 57, 62, 65, 142, 145, 156-7, 180, 195 and 204)
 - i) developing the current planning procedures by clearly identifying the skills, knowledge and understanding that pupils of different ages and abilities will learn in their lessons;
 - ii) raising teachers' expectations of the presentation of pupils' work (for example by improving handwriting);
 - iii) improving the quality of marking;

- 1) improve the monitoring of teaching and the curriculum by the headteacher, curriculum co-ordinators and governors by:**
(paragraphs 100, 146, 182, 196, 199 and 206)
 - i) involving them in critically evaluating the work of pupils (for example by work scrutiny);
 - ii) establishing agreed procedures by which the quality of teaching will be monitored and evaluated.

Introduction

Characteristics of the school

- 1 Cross Lane Primary School was established in 1985 when two schools were amalgamated. The school serves the town of Elland and is situated close to the town centre. The surrounding housing is mostly owner-occupied and comprises detached, semi-detached and terraced houses.

- 2 The number on roll is 301 (163 boys and 138 girls). There is also a nursery with 51 part-time children (25.5 fte) which is three fewer than last year. The school is bigger than other schools of the same type (356 pupils compared with the average size nationally of 242 pupils). Ethnicity comprises of 268 white, 21 Pakistani, four Indian and eight others. Thirty-four pupils who speak English as an additional language receive additional support. Children arrive at school with attainment levels which are broadly average. There are 47 pupils on the special educational needs register, including 16 at Stage 3 and above and six pupils with statements. The number of pupils eligible for free school meals is 14 per cent. This is higher than previous years and is average when compared with the national figure of 19 per cent.

- 3 **The school sets out its aims and values for pupils, as follows.**
 - Each person, irrespective of ability, age, gender, social origin, ethnicity, religion or any other attribute is valuable and unique in his or her own right.
 - Each individual should be encouraged to accept personal responsibility for his/her own behaviour, personal development and the environment.
 - Each child is entitled to a broad, balanced and relevant curriculum. Children have the right to develop the basic skills of literacy and numeracy, essential conceptual understanding of their physical and social environment and an aesthetic awareness in a variety of contexts and media.
 - All members of the school community should work hard, be polite and friendly, show an awareness of and respect for other people's feelings, emotions and spirituality.
 - The school and the community should interact to the mutual benefit of both. The community is a resource which we use to enrich the life of the school.
 - In our school, children, staff, parents and governors should work together in harmony.
 - We seek to provide a caring, happy and secure learning environment and a broadly based, well balanced curriculum so that each child, working at his/her own personal level, may realise his/her individual potential.

- 1 Pupils are admitted to the nursery and reception classes in line with the local education authority's guidelines.

2 **Key Issues from previous inspection report:**

The governing body and staff should continue to raise further the standards of attainment by:

- developing detailed schemes of work to support continuity and progression of learning as highlighted in the school development plan;
- agreeing a structure for short term plans which would identify learning objectives, match of work to pupils' attainment and assessment opportunities;
- developing record keeping and assessment procedures as highlighted in the school development plan.

1 The school has already identified priorities and targets, a few of which have been met in part or entirely, for the year and these are: raising achievement, implementing the numeracy strategy, evaluating the literacy strategy, reviewing the Moderation and Assessment Policy.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	23	22	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	22	23
	Girls	20	21	21
	Total	41	43	44
Percentage at NC Level 2 or above	School	93 (87)	96 (83)	98 (87)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	23	23
	Girls	21	21	21
	Total	43	44	44
Percentage at NC Level 2 or above	School	96 (87)	98 (89)	98 (94)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

1

Percentages in parentheses refer to the year before the latest reporting year

2

Percentages in parentheses refer to the year before the latest reporting year

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	21	24	45

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	15	15
	Girls	20	16	19
	Total	31	31	34
Percentage at NC Level 4 or above	School	69 (71)	69 (49)	76 (63)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	14	17
	Girls	23	20	19
	Total	35	34	36
Percentage at NC Level 4 or above	School	78 (83)	76 (73)	80 (83)
	National	68 (65)	69 (65)	75 (72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.1
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	14
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

6 Educational standards achieved by pupils at the school

Attainment and progress

- 2 Attainment on entry to the nursery at the age of three is generally average in language and literacy, mathematics and social and personal development. However, a third of the children attain below the expected development for children of this age. By the end of their time in the nursery, most children are well on target to achieve the Desirable Learning Outcomes³ and well prepared for further learning experiences in the reception classes. On entry to the reception class, although most pupils are achieving standards expected for their age many achieve above. Early assessments administered soon after children start school would confirm this picture. A continuation of good teaching and curriculum provision result in children making good progress, so that by the age of five about half achieve the targets expected nationally and half achieve standards that are above those expected for this age.
- 3 In their language and literacy development, children under five make good progress and most achieve and many achieve beyond the levels expected. In their mathematical development, children also make good progress and they achieve the levels expected for their age. At least a quarter of the children achieve levels above the standard expected by the age of five. By the age of five, all children make good progress in knowledge and understanding of the world and achieve the level expected for their age. Children also make good progress in their creative and physical development and by the age of five children attain levels of understanding and skills which are in line with those expected for their age and many achieve beyond.
- 4 Results of the 1999 end of Key Stage 2 National Curriculum tests in English show that the proportion of pupils reaching the expected standard was in line with the national average. The proportion of pupils reaching the higher levels of attainment was below the average. Compared with all schools and with schools deemed similar, pupils' standards are below those achieved nationally. Trends over the last three years show a dip in standards in 1997 but a significant improvement over the last two years. This fluctuation in standards is due to a high turnover in staff in Key Stage 2 due to illness and a wide range of ability differences in cohorts of pupils. For example, in the 1999 cohort there were six pupils out of a total of 33 pupils registered on Stages 3-5 of the Code of Practice⁴. A similar pattern is reflected in the current class of Year 6 pupils.
- 5 Results of the 1999 end of Key Stage 1 National Curriculum tests show that the percentage of pupils reaching the national standard in reading and in writing was well

³ Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy (*speaking, listening, reading (recognising their own names and common words, enjoyment of stories, books and pictures) and writing, e.g. writing their names and recognising UPPER and lower case*), numeracy (*recognising the meaning of numbers, beginning to add and subtract small numbers, sorting and matching objects and numbers and recognising common shapes and patterns*) and personal and social skills (*showing confidence, self-respect, ability to work with other children and adults, concentrating, offering ideas, taking turns and sharing*).

⁴ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

above the national standard. The percentage of pupils achieving the higher level in reading and in writing is in line with the national average. In comparison with all schools and to those schools deemed similar, pupils achieve standards that are well above those achieved nationally. Standards in speaking and listening are above national expectations. Over the past three years trends show that overall, pupils performance in reading is average but their performance in writing is above average.

- 6 In Key Stage 1, there is no significant difference between the standards achieved by boys and girls. In Key Stage 2, however, girls outperform boys in reading. The differences were significant in 1997 and in 1998. Through recent analysis of the results of tests and assessments, the school is aware of this disparity and has reviewed the selection of reading books and purchased new books for boys to stimulate their interest and has also implemented a spelling policy throughout the school. The results of these initiatives have been positive and results for 1999 show a marked improvement.
- 7 Inspection evidence shows that by the end of both key stages pupils' speaking and listening skills are good and pupils make good progress throughout the school.
- 8 By the end of Key Stage 1 pupils' attainment in reading is above average and reading skills are well developed. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. By the end of Key Stage 2 three-quarters of pupils are fluent readers attaining standards that are in line with national expectations. Most pupils use an index and contents page although few know the purpose of a glossary. During the inspection, the most able readers were girls but boys expressed their interest and enthusiasm of the new books. Pupils make good use of a range of computer web sites to find out information. They quickly read the text to find relevant facts. However, a significant number of pupils do not make good use of the school library and express a lack of familiarity with library classification systems.
- 9 In writing by the end of Key Stage 1 attainment is well above average and they make good progress throughout the key stage. Pupils write in a wide range of styles. Spelling of simple words is accurate and handwriting is well formed and legible. At least half the pupils have a good understanding of punctuation such as the use of full stops, exclamation marks and question marks and use these in their writing. By the end of Key Stage 2 pupils' attainment is average and they make satisfactory progress throughout the key stage. Most pupils write for a range of purposes. For example, they use notes confidently, write letters, complete a character description and create reports. Half the pupils write complex sentences and pay careful attention to punctuation. They have a good knowledge and understanding of spelling conventions.
- 10 Throughout both key stages, information technology is used well to support pupils' reading and writing. However, although all pupils are taught joined writing in Key Stage 2 it is not used consistently or expected by teachers across the key stage. Overall, presentation of work and the consistent use of punctuation are weak in most classes and this limits the progress that pupils make in writing by the age of eleven. Opportunities to mark and correct pupils' mistakes are missed and standards are allowed to fall. In these instances marking is not used well to assess pupils progress and to plan work that is accurately matched to meet the needs of all pupils, particularly higher attaining pupils.
- 11 Pupils with special educational needs make good progress. Well-targeted support is provided at both key stages. Most individual education plans give clear guidance and

set targets that are regularly reviewed and modified when they are achieved.

- 12 In mathematics, the 1999 Key Stage 1 national test results show levels of attainment are above average. The percentage of pupils attaining the expected level is well above the national average. The number attaining the higher level is average. When compared with similar schools, attainment is above average. With the exception of one year, the levels of attainment have improved each year over the last four years. Inspection evidence confirms that standards of attainment are above average. Pupils make good progress in Key Stage 1.
- 13 By the end of the key stage the average attaining pupils add and subtract two digit numbers although a small number of pupils continue to use single digits. Higher attaining pupils multiply and divide with confidence. In data handling, pupils collect information and are starting to use tallying. They use simple block graphs to record information.
- 14 All pupils, including those with special educational needs, make good progress in their understanding of mathematical concepts and development of skills. They work with increasingly difficult numbers and show increased awareness of the importance of accuracy in measuring work.
- 15 By the end of Key Stage 2, attainment in the 1999 national tests in mathematics was in line with national average at the expected level and above average at the higher level. When compared with similar schools standards are average. Standards in mathematics have risen over the last two years after a significant fall in 1997. The school has carefully analysed the results of national tests and used the information to target areas for development, for example mental mathematics and data handling. Inspection evidence shows that standards are broadly in line with national averages and pupils make good progress.
- 16 Standards of attainment are lower at the end of Key Stage 2 than at the end of Key Stage 1. This is due to cohort differences. There is a larger number of pupils at Stages 3 to 5 on the special educational needs register at the end of Key Stage 2. These pupils make good progress towards their personal targets.
- 17 The National Numeracy Strategy has been introduced well and has had a positive impact on pupils' progress.
- 18 In the 1999 National Curriculum assessments for seven year olds in science, well over 90 per cent of pupils reached the standard expected for their age. This was well above the national average. The percentage of pupils exceeding the expected level, almost 40 per cent, was also well above the national average. In the 1999 national tests for eleven year olds, pupils' attainment at the end of Key Stage 2 was average but when compared with similar schools it was below average. The proportion of pupils reaching the expected level (almost 80 per cent) was below the national average and the proportion exceeding the level (approximately 20 per cent) was above average. Girls' performance was better than that of boys. Evidence from the inspection indicates that pupils' attainment is presently above the national expectation at Key Stage 1 and broadly in line with the national expectation at Key Stage 2.
- 19 By the end of Key Stage 1, pupils have good experimental and investigative skills. They carry out investigations carefully, making sensible predictions about what they think will

happen, based on their prior scientific knowledge. Most pupils have a secure knowledge and understanding of life and living processes. Pupils have a good knowledge of physical processes. By the end of Key Stage 2, pupils have satisfactory scientific investigation and experimentation skills. Pupils have a secure understanding of fair tests, identifying how they can ensure that their tests are fair. They record the results of their investigations in various ways, including text, pictures and charts. Whilst some higher attaining pupils are beginning to explain why they achieve certain outcomes in their experiments, most pupils do not make comparisons between their conclusions and their scientific knowledge. Most pupils have a secure knowledge of life processes and living things. Pupils' knowledge and understanding of materials and their properties is sound. Most pupils have a satisfactory knowledge and understanding of physical processes.

- 20 The significant majority of pupils, including those with special educational needs, make good progress in science in Key Stage 1 and sound progress in Key Stage 2. In Year 1, pupils make good progress in developing scientific investigation skills. They begin to predict what will happen, such as when investigating what will happen to bulbs in different electrical circuits. Pupils understand and use a continually growing scientific vocabulary.
- 21 Attainment in information technology is above national expectations at the end of both key stages and the great majority of pupils, including those with special educational needs, make good progress.
- 22 At Key Stage 1, pupils make good use of technological equipment including computers to carry out a variety of functions. Pupils demonstrate good keyboard skills when word-processing. For example, they correct mistakes and make amendments as they enter text, change the font size and use the space bar, shift and delete keys. They communicate ideas effectively through creating pictures and often show good skills in handling information, such as when displaying information in the form of graphs. Pupils have a sound knowledge and understanding of control technology, giving instructions to a floor robot and controlling microphones through a mixing deck during assemblies.
- 23 At Key Stage 2, pupils continue to build well on their skills and, by the age of eleven, they use a wide range of hardware and software with good levels of confidence and skill. They use word-processing well to record their work and carry out various projects. They utilise a range of other skills to produce interesting accounts and stories. For example, they scan pictures into their text and then edit, resize and tidy up the picture. Pupils' use of information technology to organise, refine and present information in different forms and styles for specific purposes and audiences is good. During the Saturday multi-media club, pupils create a multi-media presentation that combines text and pictures which have been taken by pupils using digital still and video cameras. Pupils use information technology systems effectively to sense physical data through the use of light and temperature probes. Their use of television technology is very good. Pupils use video cameras very well, mixing the images from more than one camera to create a video of performances in assemblies and other school events. Pupils use information technology very effectively to support their learning in other subjects such as history and science.
- 24 The significant majority of pupils in both key stages, including those with special educational needs, make good progress in developing and understanding the impact of information technology and their use of it. Pupils increasingly build upon their prior

knowledge, skills and understanding of information technology including their use of computers, audio and video equipment.

- 25 Pupils' attainment in religious education meets the level expected for seven year olds and eleven year olds in the locally agreed syllabus. They make satisfactory progress in Key Stage 1, where they have a thin but growing knowledge of each of the five major world religions. Pupils also make satisfactory progress in Key Stage 2 and continue to develop their knowledge and understanding of other religions. Throughout the school pupils make good progress in their understanding of what is important and special and what is morally right and wrong.
- 26 Pupils with special educational needs make good progress throughout the school in religious education, especially when supported by the teacher or non-teaching assistants and when work is carefully planned to match their ability.
- 27 In art, music and physical education, pupils' attainment is higher than that expected for their ages at the end of both key stages. Pupils make good progress and in some individual lessons they make very good progress. In design and technology, geography and history most pupils, including those with special educational needs, make satisfactory progress in both key stages and attain standards that are in line with those expected for seven and eleven year olds. However, in a number of subjects, for example in history and geography, pupils make better progress in their knowledge and understanding than they do in developing their skills. This is due to planning which does not specify different levels for pupils of different prior attainment.
- 28 Pupils with special educational needs make good progress towards both their individual targets and within lessons. Their progress is enhanced by the very good quality support received from classroom assistants. Pupils who speak English as an additional language make good progress.
- 33 **Attitudes, behaviour and personal development**
- 29 Overall, throughout school, pupils' behaviour and their attitudes to learning are good. Relationships are also good. This aspect of school life remains strong, as it was at the last inspection.
- 30 The personal development of children under five is good. They arrive happily and ready to take part in the activities. They know the routines of the nursery and reception classes and make a useful contribution to the success of the day. They are developing in confidence and demonstrating growing levels of independence. They are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are positive and this has a significant effect upon their learning.
- 31 The behaviour and attitude of pupils in and around school are generally good. During observed lessons, pupils' behaviour and their attitudes to learning were almost always at least satisfactory, often good and sometimes very good. However, it was very noticeable that behaviour and attitudes to learning were significantly better in Key Stage 1 than in Key Stage 2.
- 32 Pupils enjoy coming to school, can maintain concentration and apply themselves well to the tasks that are set for them during the school day. For example, in a Year 1 science lesson, pupils thoroughly enjoyed simulating an electricity circuit by passing a ball round

in a circle.

- 33 Most pupils work sensibly on their own and in collaboration with others. For example, in a Year 5 numeracy lesson pupils applauded their friends when they correctly defined an isosceles triangle. In a Year 4 design and technology lesson pupils were keen to describe to their group how they were making their Roman purses. Pupils of all ages handle resources sensibly and show appropriate respect for them. For example, in a school assembly they handled their musical instruments carefully and used the appropriate rests to support them. Pupils show a good respect towards the school. There is no evidence of litter, graffiti or vandalism.
- 34 Pupils with special educational needs have positive attitudes to their work. They concentrate and work hard. This has a positive effect on the good progress made, both towards personal targets and in lessons.
- 35 Most pupils are courteous and well mannered towards their teachers and to visitors. Many entered into conversation with inspectors and held doors open for adults as they moved around school. However, there were occasions when the manners of a few pupils were not appropriate as pupils pushed and shoved past visitors in the corridors.
- 36 Relationships in school between pupils and one another, and pupils and adults are generally good. Relationships in the playground are totally acceptable and no anti-social behaviour or bullying was observed during the inspection. There are currently no exclusions from school and there is no evidence of racial disharmony.
- 37 There are some very good opportunities for pupils to take responsibility for activities in and around school. In addition to normal monitoring duties in all classes, pupils in Year 6 have more responsibility. They operate the audio-visual equipment that is used in assembly and this includes a bank of cameras and sound equipment. Year 6 pupils also produce the Courier magazine as a profitable business enterprise. Pupils of all ages are also encouraged to sing solos and duets in assembly. Pupils play a focal part in the village Cenotaph service and support homes and clubs for senior citizens in the area. All these opportunities have a very positive impact on the personal development of pupils.

Attendance

- 38 Attendance rates have improved by over two per cent since the last inspection. At 96.5 per cent the rate is very good and well above national average. There is no unauthorised absence. The attendance of children under five, although not a statutory requirement, is good.
- 39 Punctuality to school is consistently good. Registration sessions are carried out promptly and effectively and comply with statutory requirements.

44 Quality of education provided

Teaching

- 40 Overall, the teaching is good with all lessons being at least satisfactory. Of these, 55 per cent are good and 14 per cent are very good. Based on the evidence available in

the previous inspection report, the quality of teaching has been maintained since the last inspection.

- 41 The quality of teaching of children under five is good in all areas of learning. All lessons are at least satisfactory and 83 per cent of lessons are good. The teachers and support staff have high expectations and plan challenging tasks based on a clear understanding of the needs of these children and on good assessment systems. As a result, children are well motivated and enjoy their learning. Teachers prepare an interesting environment with a wide range of resources and activities that are closely matched to children's abilities. Language and literacy work develops well as teachers make effective use of direct teaching to enable children to learn letter sounds and words, and to make sentences. The teachers and adult helpers also ensure that they develop the children's speaking and social skills successfully by providing good opportunities for role-play. There are very good relationships, and teachers use games and songs to help children's concentration and attention and to reinforce learning.
- 42 All of the lessons in Key Stage 1 are at least satisfactory. Seventy-six per cent are good and 14 per cent are very good. Teaching in Key Stage 2 is satisfactory overall with all lessons being at least satisfactory. Thirty per cent are good and 18 per cent are very good. Teaching in Key Stage 1 is consistently good and better overall than in Key Stage 2. However, teaching is very good in the mixed Years 5 and 6 class and also in Year 6.
- 43 Teachers' subject knowledge is satisfactory overall and good in some subjects. For example, during the inspection teaching was especially impressive in some information technology, art, music and physical education lessons. In physical education many of the teachers possess high levels of personal skill and teach pupils how to reach high standards.
- 44 The teaching of literacy skills is satisfactory overall. In the effective lessons, teachers plan well and sustain pupils' interest and concentration throughout the lesson. Teaching of numeracy skills is good overall and builds on pupils' prior learning. Teachers take into account pupils' needs for clear explanations interspersed with practical activity, as in a Years 5 and 6 lesson about angles. In the better lessons teachers make the best of opportunities to discuss a variety of strategies for problem solving. In the majority of classes, skilful questioning in both literacy and numeracy lessons ensures that pupils understand and are further challenged.
- 45 All teachers know their pupils well and have warm and supportive relationships with them. Most deal firmly and fairly with inappropriate behaviour. However, in two of the classes in Years 3 and 4, teachers do not have high enough expectations of pupils' behaviour and are too tolerant. This adversely affects what can be achieved by the class as a whole as too much time is spent establishing control rather than teaching.
- 46 Teachers manage and co-operate well with the support staff and are well supported by them. Adult helpers, who include parents, offer valuable and appreciated assistance. They make a good contribution to the work in classes. Most teachers set realistic and challenging targets for the majority of pupils and plan interesting lessons. However, expectations of the higher attaining pupils are sometimes too low. Teachers' short-term planning is not precise enough in setting work for the higher attaining pupils in particular and does not always relate closely enough to the needs of pupils of different ages and abilities. Planning does not always indicate the National Curriculum levels of pupils'

work and this makes it difficult for teachers to assess what different groups of pupils are expected to achieve. Some teachers confuse what the pupils are expected to do with what they are expected to learn. In the best lessons, particularly those taught in Years 1 and 2 and Years 5 and 6, the teachers' planning was very good and their high expectations were clearly communicated to the pupils through the use of demanding yet enjoyable activities. Teachers discussed the objectives of the lesson with pupils from the outset. As a result they concentrated extremely well, made good progress and were left with a sense of achievement when the lesson ended.

- 47 Most teachers work conscientiously to provide interesting starting points and resources for their pupils' learning. Teachers use a variety of strategies to ensure that pupils make satisfactory progress. For example, they balance whole class teaching, small group work, discussion and also provide opportunities for pupils to work independently. Most lessons are well organised, and most teachers use time and resources efficiently.
- 48 Although all lessons seen were satisfactory, some lessons in Years 3 and 4 had shortcomings. There are a number of reasons why these lessons are less effective. The feature common to all is that some higher attaining pupils are not sufficiently challenged because work is not well matched to the pupils' different needs and pupils become restless and their behaviour deteriorates.
- 49 Evidence from the scrutiny of pupils' work shows that teachers' marking is irregular and there are few examples of teachers using encouraging and constructive remarks to help pupils to improve their work.
- 50 Teachers set appropriate work to meet the needs of pupils with special educational needs. This enables the pupils to make good progress. All pupils on the special educational needs register have individual education plans. These are satisfactory overall but a number have targets that are not specific enough. As a result it is difficult to measure progress. Where plans have specific targets they make it easy to move pupils on to the next stage of learning. Pupils who speak English as an additional language receive satisfactory support where necessary and are given work which is mostly well matched for their needs.
- 51 There is a homework policy and the amount and types of homework vary from class to class. The policy is followed consistently by all teachers and 77 per cent of parents commented favourably about the work that pupils do at home, only seven per cent of parents were dissatisfied. The homework given is always appropriate and supports pupils' learning.

The curriculum and assessment

- 52 The school has made good progress in developing curriculum planning since the last inspection. It has addressed the key issues of developing schemes of work and improving short term planning. However, in some literacy lessons work is not always planned to meet the needs of the higher attaining pupils.
- 53 The curriculum for children under the age of five is planned carefully and activities cover all areas of learning recommended for children of this age. Children are well prepared for the beginning of the National Curriculum programmes of study. All aspects are given an appropriate amount of time.

- 54 The curriculum in Key Stages 1 and 2 is satisfactory with some good elements. It covers all the areas of the National Curriculum and the locally agreed syllabus for religious education, and is broad and balanced in all areas. It is particularly strong in the area of information technology and music. The school includes personal and social education as part of the curriculum. A two-week programme at the start of each term develops citizenship. The curriculum promotes the spiritual, moral, social, intellectual and physical development of the pupils and prepares them well for the next stages of their education.
- 55 The school has implemented the government's literacy and numeracy strategies and these are having a positive effect on raising standards in English and mathematics.
- 56 The governors fulfil their legal obligations regarding sex education. Drugs education is taught as part of the school's health education programme.
- 57 Curriculum planning has improved since the last inspection and is now satisfactory. There are policy documents and schemes of work in all subjects. The school has long term overview plans based on a two-year cycle. It uses medium term plans which include references to the National Curriculum programmes of study, task or activity, how work is to be set to meet pupils' differing needs, the learning objectives, assessment procedures and resources to be used. These are then translated in to short term weekly plans. The planning in many subjects does not yet contain specific information on skill development to indicate what a pupil should know, understand and be able to do at any particular time. As a result the step by step development of skills as pupils move through the school is not fully guaranteed.
- 58 The school keeps an up-to-date special educational needs register. The pupils on the register have access to the full curriculum. The school meets fully the requirements of the Code of Practice for special educational needs. The school has improved provision for special educational needs since the last inspection by monitoring withdrawal and ensuring that support assistants are better briefed about the pupils they support.
- 59 The curriculum is enriched by a good range of extra-curricular activities, including hockey, football, gymnastics, drama, ocarina and recorder and a very popular and well attended Saturday morning multi-media club. The school plays competitive sports against other schools and takes part in gymnastic events. Cricket, football and rugby coaches visit the school. There are regular visits by peripatetic music teachers. Pupils are given opportunities to develop their own activities. For example, they organise and referee a lunchtime football competition. These activities, coupled with visits to theatres, museums and art galleries, have a positive impact on academic, social and personal development.
- 60 Procedures for assessing pupils' attainment are good for children under five. Procedures are sound, though inconsistent in Key Stages 1 and 2. The school has made satisfactory progress since the last inspection when a key issue was to develop record keeping and assessment procedures. Assessment is particularly good in mathematics and science. In both English and mathematics, the school carries out end of year tests using either National Tests or the optional Qualifications and Curriculum Authority (QCA) tests. The school carries out a number of assessments in English, including regular reading and spelling tests. The assessment of writing is at an early stage, with examples of writing being collected at the end of each term. The weekly assessments in English are not being used effectively to plan work that meets the needs of all pupils, particularly the higher attainers, who are not always sufficiently challenged.

In mathematics there are a number of informal assessments as pupils work through the scheme. The weekly assessment systems are good and teachers use them well to modify plans and revisit areas with individual pupils when necessary. This has a positive effect on pupils' learning. In science the teachers use assessment well to record what pupils know, understand and can do. This information is then used to move pupils on in their learning. In all other subject areas assessment is satisfactory.

- 61 The school uses assessments to set individual targets for pupils. These are shared with the pupils and with their parents at the parents' evenings.
- 62 Procedures for assessing the needs of pupils with special educational needs are good. There is early identification and there are regular reviews which are used to develop pupils' learning.
- 63 The school keeps portfolios of pupils' work but standards are not assessed against the National Curriculum levels of attainment. They therefore have little effect on helping teachers to develop pupils' learning and makes accurate assessment more difficult. The difference in end of Key Stage 2 test results and teacher assessment may be partially attributed to this. All pupils have records of achievement. They choose pieces of work to go in their folder and have to say why they have chosen it. This has a positive effect on pupils' personal development.
- 64 The school analyses the results of the national tests and the optional tests well. They analyse the results to find areas of strength and weakness. They use the information appropriately to raise standards. In English, the large difference in scores between boys and girls is being addressed by purchasing a large number of reading books with 'boys interests'. In mathematics, the school has developed mental mathematics strategies and in science, particular attention has been paid to scientific language.

Pupils' spiritual, moral, social and cultural development

70 Provision for the spiritual, moral, social and cultural development of pupils is good and maintains the positive features which were reported at the time of the last inspection. The school is particularly successful in promoting pupils' social and cultural development. Teachers take time and effort to deal sensitively with spiritual, social and moral matters and they successfully create an environment where pupils' contributions are valued. There is a daily act of collective worship that makes a significant contribution towards pupils' spiritual, moral, social and cultural development. Within assemblies, moments for prayer, stillness and reflection are frequent and they contribute greatly to these very important and special occasions.

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71 The school makes sound provision for spiritual development. In religious education the provision is satisfactory. Pupils gain insights into and knowledge about a wide range of different values and beliefs. They learn about a greater being. In studies of the world's major religions, pupils learn about prayer and its importance to many people. In some classes, pupils are given opportunities to write their own prayers. In acts of collective worship there are opportunities for pupils to listen to and say prayers. Pupils are given opportunities to listen quietly to music at the start of the collective act of worship. There are some opportunities to develop a sense of spirituality in lessons, but opportunities to develop spirituality are not overtly planned.

71

72 Provision for pupils' moral development is good. Pupils are taught to know right from wrong and to behave well. The school's moral code is consistently promoted by staff and is recognised and respected by the pupils. The school lays an emphasis on developing self-discipline. Pupils are given opportunities to be involved in making rules for their classrooms. Staff and pupils are aware of the importance of kindness and good behaviour. Pupils are effectively rewarded for good behaviour and unacceptable behaviour is dealt with sensitively and promptly. Pupils are encouraged to develop an understanding of their moral responsibilities and the consequences of the actions that they take.

72

73 Provision for pupils' social development is very good. Older pupils have appropriate opportunities to exercise responsibility. For example, they assist with collective worship arrangements, organise lunchtime sporting events and carry out a variety of administrative tasks. Staff act as positive role models for pupils through their good examples. Pupils are expected to be polite and courteous. Participation in extra-curricular activities such as the multi-media club and drama club, and concerts plays a positive role in developing pupils' social skills. Through these activities pupils are given opportunities to work as a team, and to mix with other children and adults from within the school. The school actively encourages pupils to support and take care of others, both personally, for example through paired reading and through supporting charities. Recently, the school has supported the Epilepsy Association and Downs Syndrome Association. They collect toys for the local hospital before Christmas and the school band performs for local groups. There are also collections for charity at school events. Pupils are also encouraged to take care of the environment by considering how they can reduce waste. A good range of trips outside school promotes their social development. Pupils with special educational needs receive good support and their progress is effectively monitored through clear and detailed individual education plans. They are harmoniously and effectively integrated into mainstream lessons. This is a success of the school.

73

- 74 Provision for pupils' cultural development is very good and occasionally outstanding. The school provides many opportunities for pupils to find out about and appreciate their cultural heritage. Consequently, pupils' awareness of their own cultural traditions is very good. Pupils benefit from numerous trips to places of local interest, including museums. Pupils' appreciation of the diversity and richness of other cultures is very good. In religious education lessons, pupils demonstrate an awareness of other faiths and cultures and they learn about customs, festivals and celebrations such as Divali. Pupils' awareness of ancient cultures is developed through the school's history work on Ancient Greece, Rome and Egypt. Wider cultural experiences include pupils experiencing the music and art work of Africa, as well as the work of famous artists and composers such as Rembrandt and Holst. Visits and visitors play a substantial part in promoting pupils' cultural development. For example, poets, musicians and authors have visited the school and pupils have visited Shibden Hall where they dress and act as Victorian children for the day.
- 65 Provision for the spiritual, moral, social and cultural development of children under five is good overall. Spiritual development is delivered through many areas of the curriculum. For example, they study their local environment and learn from stories such as the Christmas story. Children are taught how to behave and to understand the differences between right and wrong. They are given personal responsibility by helping to keep the nursery and classrooms tidy. Good relationships are formed through encouraging pupils to work and play in small groups. Cultural development is promoted through stories in religious education and the rich cultures that the children themselves bring to the school. Pupils with special educational needs are highly valued both by the staff and by other pupils. Very good examples of support being given to pupils with special educational needs by classmates were observed in both key stages.
- 75 **Support, guidance and pupils' welfare**
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- 76 The school has good procedures in place for the support, welfare and guidance of its pupils. This aspect of school life remains strong since the last inspection.
- 77 The school takes good care of its children under five. The atmosphere created by all the staff is caring and friendly. Children in the nursery and the reception classes settle quickly to the daily routines. The school provides a very caring and supportive environment. Staff know their children very well and meet their individual needs. Good behaviour is encouraged through praise and a clear system of rewards. Children are very well supported on entry to the school and enjoy coming to nursery and to school. Children with special educational needs are given very good support. The school manages the support provided by assistants and external agencies very well.
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- 78 Effective child protection procedures are in place with a designated member of staff responsible for the aspect. Where appropriate, there is close liaison with the appropriate agencies. The support and supervision provided to pupils at lunchtime and in the playground is effective.

- 79 The school has good procedures in place for ensuring the health and safety of its pupils. There is very good cover for both first aid and medical matters. The school is very aware of all health and safety matters and appropriate documentation is in place. Parents are satisfied that they would be informed immediately if their children were involved in accidents. The school holds regular emergency evacuation drills and pupils vacate the building in good time.
- 80 The school office has comprehensive personal details about pupils. These enable the school to make urgent contact, if required, with parents or carers.
- 81 The procedures for identifying and monitoring pupils with special educational needs are good and pupils are identified at an early stage. The pupils receive very high quality support from the classroom assistants and this has a very positive effect on the progress made both in lessons and towards personal targets.
- 82 Procedures for the monitoring of attendance are good. Absence trends are identified on a weekly basis. This process has had a positive impact in that rates of attendance have improved since the last inspection.
- 83 Procedures for monitoring behaviour are satisfactory. Although the school has high expectations for behaviour there are occasional lapses in behaviour management.
- 84 Procedures for monitoring the academic progress and personal development of pupils are good. Useful information is contained in personal profiles. Additionally, staff take a good interest in what pupils do outside school.
- 85 The support and advice that is provided to pupils about to transfer to the local secondary school for the next stage of their education is very effective.

Partnership with parents and the community

- 86 The school has developed a very good partnership with its parents and the community. This aspect of school life has improved since the last inspection.
- 87 There is very good information available for parents. Parents considered that communication to them is effective and the school makes a very good effort to communicate through noticeboards and regular letters. Annual reports meet statutory requirements and contain appropriate developmental comments and targets.
- 88 Parents provide very effective help in the classrooms and the school makes very good use of those with specialist skills, such as dry stonewalling and sewing. Parents also support the school by helping pupils with their homework. Additionally, there is a hard working Parent and Friends Association that raises valuable funds for the school. The highlight of the fund raising year is the Magical Shop, when pupils are to buy Christmas presents.
- 89 Parents of children under five feel very welcome and a number help on a regular basis. They are kept well informed of their children's progress and are invited to regular meetings and reviews.

- 90 There is an effective home-school agreement. The school contacts parents as soon as there is any concern about learning or behaviour. They keep the parents informed about any action taken. If pupils are put on the special educational needs register, the parents are invited to reviews of educational plans.
- 91 The school makes very good use of the local community. Pupils have the opportunity to visit a number of interesting places such as Eureka at Halifax, the sculpture park at Bretton Hall and museums in Manchester, Beamish and Colne Valley. All these visits are clearly linked into the curriculum and enjoyed by the pupils.
- 92 A number of visitors are made most welcome to the school. They include the local vicar, representatives from the police, road safety and fire services, dance and drama groups and the local MP and mayor. These visitors enhance the knowledge and understanding that pupils have of the outside world.
- 93 The school has developed effective and useful links with the local business community through the Courier magazine. This magazine is designed and produced by Year 6 pupils, who run it as a business. It is distributed throughout the community. Advertising space is bought by businesses and proof adverts are produced by the pupils, using their information technology skills. This activity has a very positive impact on pupils' learning.
- 94 Strong and effective links exist with the local secondary school. This relationship ensures that pupils are given the best opportunity to make a smooth transition into Year 7.

The management and efficiency of the school

Leadership and management

- 66 The leadership and management of the school are good. The leadership and management provided by the headteacher and governing body are effective and have contributed significantly to the progress made since the last inspection. As a result all issues raised in the previous inspection report have been dealt with successfully. These include the development of schemes of work for all subjects and establishing whole school procedures for curriculum planning and assessment. This has helped to improve the quality of teaching and learning and has laid secure foundations for the school's continued improvement.
- 67 The school benefits from the good leadership of the headteacher who has a very strong commitment to the caring, community ethos of the school. He is well supported by the staff and is respected by parents and the local community. The school functions with a common sense of purpose and shared vision. This vision is accurately reflected in the aims of the school, which show a clear commitment to the development of the pupils' achievements within an atmosphere of care and trust in which each individual feels valued.
- 68 The governing body fulfils its statutory responsibilities and is very supportive of the school. Governors are highly committed in conducting their various roles as effectively as possible. The governing body does not have its full complement of governors but they have successfully established different sub-committees to discharge their duties effectively. Committees meet at least once per term to discuss different aspects of the

school and all report back to the full governing body. The pupil and curriculum committee has completed annual reviews of policies and more recently has agreed a medical policy for the whole school and played an important role in the introduction of a home-school agreement. As a visitor, the chair of governors makes informal termly visits to the school to meet all members of staff as they work in classrooms. This provides good opportunities to view the school while pupils and staff are teaching and learning, helps to build good relationships and keeps governors well informed about the work of the school.

- 69 The governing body is fully aware of recent initiatives in education such as the National Literacy Strategy and Numeracy Strategy and has appointed governors with special responsibility for these areas. Governors have a good understanding of current requirements for schools to analyse performance data and they have set realistic targets for future developments. They have clearly identified targets for pupils' performance in the year 2000 and make good use of the data provided by the headteacher and deputy headteacher to follow the progress made by the school.
- 70 Strategic planning is good. The school development plan is a carefully structured and an effective management tool. It contains clear priorities based on an analysis of need and a review of the previous development plan. The plan is developed by the headteacher and staff and shared with the governors. The governors recognise the importance of their role in developmental planning and now review the progress of the plan on a regular basis. Whilst the training of teachers and support assistants is closely linked to the priorities in the development plan a process for evaluating the quality of training received and its impact on learning is not in place.
- 71 The headteacher and curriculum co-ordinators make a careful analysis of all test results. This has resulted in their identifying weaknesses in the teaching of spelling and in the attainment in reading of boys. Training for staff in the teaching of spelling has been dealt with successfully and a special selection of books with a focus for boys has helped to stimulate an interest in reading. Although co-ordinators have clearly defined job descriptions, they are not provided with release time to monitor aspects of their subject across the school. Co-ordinators have a good overview of the medium and short term planning for their subjects but have a less informed view of the effect of the planned curriculum and of the quality of subject teaching on overall standards of attainment. Co-ordinators are given little release time to monitor their subject in classrooms and this prevents them identifying weaknesses at an early stage. Overall, monitoring of classroom practice by the headteacher, senior teachers and the governing body is insufficiently rigorous. Too few opportunities are provided to gain clear evidence upon which to set precise targets for improvement.
- 72 The governors have outlined a detailed structure for identifying pupils with special educational needs and for providing support for pupils with a wide range of learning difficulties. An identified governor for special educational needs is well informed and has a clear knowledge and understanding of the Code of Practice. Provision for special educational needs is managed well by the co-ordinator and there is a strong commitment to providing equality of opportunity for all pupils.
- 73 There is very good liaison between the nursery and reception classes and this provides a very good continuous link in the provision for children under five. There is a strong commitment to equal opportunities for all children.

74 In line with its aims and philosophy, the school is successful in encouraging children, staff, parents and governors to work together in harmony to create a secure, happy learning environment. This is a notable strength of the school and one which supports the momentum for improvement.

103 **Staffing, accommodation and learning resources**

75 The school benefits from an effective team of appropriately qualified, committed and dedicated teaching staff. Teachers have appropriate expertise and experience to meet the requirements of the National Curriculum. The staff who work with children under five are well qualified and have high levels of experience and expertise to teach the appropriate areas of learning. They are fully integrated into the school and share the same professional development and in-service training opportunities as their colleagues. There are co-ordinators for all subjects who take a lead in developing the curriculum. The number, qualifications and experience of support staff matches the demands of the curriculum very well. There is a higher than average number of educational support staff. They are of a very high calibre, they provide good levels of support to both teachers and pupils and have a positive impact on pupils' progress. The previous inspection report identified shortcomings in the arrangements for co-ordinating the efforts of support staff. The school has addressed this issue with the result that the work of support staff is now very well managed and co-ordinated.

76 Arrangements for the professional development of staff are good. Teachers are provided with a variety of relevant training which is generally linked to curriculum development priorities, but also takes account of individual needs. Much of the recent training for teachers has been focused on the National Literacy Strategy and the National Numeracy Strategy. This has had a positive impact on teachers' knowledge and understanding of these initiatives, with the result that the school has a good strategy for both literacy and numeracy. A further priority has been to develop information technology through appropriately targeted training. As a result of this, teachers provide strong role models for their pupils since they make much use of information technology to support their work. The school has a good induction system to help new and newly qualified staff to settle quickly into the school. This is enhanced by the mutual support evident within the staff team. Teaching and non-teaching staff have clear roles and responsibilities, which are identified in up to date job descriptions. Whilst the formal system of appraisal has lapsed, there is ongoing professional dialogue between the headteacher and teachers.

77 Overall, the accommodation of the school is good. The school is spacious and provides good opportunities for pupils to learn in a pleasant, bright and stimulating environment. The school hall is of a good size and is put to good use for assemblies, physical education lessons and for pupils to eat their lunches. Shared areas provide good locations for the abundance of computers which are easily accessible to pupils. Outside, there are adequate hard and grass areas for play. Some areas are marked to provide a stimulus for pupils' play, and there are benches which allow pupils to sit and watch the activities if they do not wish to join in. Pupils also benefit from the wooded area within the school grounds. Children under five have separate play areas which are used well to promote their physical development. The nursery and reception classrooms provide good accommodation which is used effectively to provide opportunities for the children to experience a wide range of activities. Throughout the school, a wide range of attractive and informative displays help to enhance classrooms, shared areas and corridors. Although the school has been without a permanent caretaker for some time,

the buildings are well maintained and clean.

78 Overall, the range and quality of learning resources are good, comfortably meeting the needs of the National Curriculum. All subjects are at least adequately resourced and the library provision and resources for English, mathematics, science, art and music are good. Resources for information technology are very good. The school has invested a large amount of money in developing the resources for teaching information technology. This has had a significant impact on pupils' attainment and progress. Resources in both the nursery and reception classes, although old, are overall satisfactory and used well to support children's learning. Teachers make good use of children's work and display it on walls to provide a bright and colourful environment. Provision for pupils with special educational needs is enhanced by good resources. Visits and the local environment are used well to support pupils' learning.

79 Provision for special educational needs is greatly enhanced by the very good quality support staff. They are well led by the senior assistant who meets with them weekly to ensure that their work is focused. The school has made good improvement in the provision of special educational needs assistants since the last inspection.

108 **The efficiency of the school**

80 The efficiency of the school is good.

81 Financial planning is good. Planned educational developments are supported through careful and effective financial planning and the governing body fulfils its statutory responsibilities. The governing body, through its finance committee, is kept well informed by the headteacher about those factors which affect the school's annual budget. Through this careful planning, the headteacher and governing body are clear about their priorities for development and through the school development plan, they allocate appropriate resources to meet both their commitments and development priorities. Where savings are made on projected expenditure, funds are re-allocated effectively to areas where the school feels there will be a positive impact on educational standards.

82 The recent auditor's report was very positive, commenting on the school's very good financial administration. The school responded very quickly to the small number of minor points for action identified in this report and, consequently, most have already been addressed.

83 Funds allocated to the school for staff development are used appropriately to enhance the skills of staff and this has a positive effect on the quality of teaching and pupils' progress. Funding provided to support pupils with special educational needs is put to effective use for the benefit of these pupils. The funds the school receives for children under five are effectively deployed to meet their needs. Learning support staff are very well deployed and they have a very positive effect on the progress made by pupils. The funds spent on special educational needs are very well used to raise standards.

84 Overall, good use is made of teaching staff. They have clearly defined roles and their skills are utilised effectively. Educational support staff are deployed very well and their roles are well co-ordinated so that pupils benefit from high levels of support. Teaching and support staff have a strong sense of commitment to the pupils and school. This has a good impact on the standards achieved in the school and the positive ethos.

- 85 Use of the accommodation is good. Classrooms and shared areas are well organised and put to good use, providing pupils and adults with efficient access to the facilities and resources within them. Resources are used effectively. They are well maintained and carefully and thoughtfully stored. Good use is made of resources beyond the school, such as the local environment and visits to places of interest.
- 86 Overall, financial control is good. The headteacher, supported by the school secretary, monitors expenditure carefully ensuring that funds are spent wisely. Members of the governing body are provided with regular financial statements so that they can monitor spending against the agreed priorities. Subject co-ordinators identify priorities for expenditure within their subjects and monitor the effectiveness of this spending. Whilst financial control and management is good, financial delegation procedures lack formality. For example, whilst the headteacher and governing body work effectively together, there are no clearly defined authorisation levels for spending by either the headteacher or finance committee.
- 87 Routine administration is efficient and the school secretary provides good support to the headteacher and staff, enabling them to concentrate on educational provision. Consequently the school runs smoothly.
- 88 The funding available for the school is above average. Taking this into account along with pupils' average attainment on entry to the school, the good quality of teaching and the good progress which pupils make, the school provides good value for the money.

PART B: CURRICULUM AREAS AND SUBJECTS

117 Areas of learning for children under five

- 89 The school admits children to its nursery from the age of three and to the reception class in the September of the academic year in which they turn five. At the time of the inspection, there were 51 three year old children in the nursery and 28 four year old children in two reception classes. In one reception class all but one child were under five and in a mixed class of reception and Year 1 pupils, seven children were under five. All children in the nursery attend on a part-time basis. Most of the children in the reception classes have attended the school's own nursery. At the time of inspection, most children had been in the nursery for nearly one term.
- 90 Attainment on entry to the nursery is generally average for that expected of children aged three years of age in language and literacy, mathematical and social and personal areas of development. However, a third of the children attain below the expected development for children of this age. Educational provision in the nursery is good and the good quality of teaching by the nursery teacher and nursery nurse, providing a rich and simulating curriculum, ensures that the children make good progress in all areas of learning. By the end of their time in the nursery, most children are well on target to achieve the Desirable Learning Outcomes and well prepared for further learning experiences in the reception classes.
- 91 On entry to the reception class although most pupils are achieving standards expected for their age many achieve above. Early indications of baseline assessment, administered soon after children start school would confirm this picture. A continuation of good teaching and curriculum provision result in children making good progress so that by the age of five about half achieve the targets expected nationally and half achieve standards that are above those expected for this age.
- 92 Prior to children starting in the nursery, the school arranges home-school visits, opportunities for parents and children to attend nursery for short periods of time, a meeting to inform them of the curriculum provided and a very informative booklet which answers many questions. A similar arrangement is made when children are ready to enter the reception classes. This careful integration of children both into nursery and into the reception classes supports the caring ethos of the school and is influential in helping to settle children quickly into a new environment.

Language and literacy development

- 93 By the time children are five, all have made good progress and most achieve and many achieve beyond the levels expected. In nursery, children readily explain what they are doing, for example 'I am sending a Christmas card', and they slip easily into role and use spoken language well to communicate with each other in play situations such as 'the house'. In nursery and reception classes, children listen for sustained periods, make their needs known and are learning to express themselves verbally. Nursery children talk confidently about their families and about the differences between day and night. Reception children talk about a favourite object they bring into school to show to others and then ask and answer questions. Nursery children enjoy sharing books with adults and make comments about the pictures. Most children recognise and know a small number of letter shapes and their sounds. Reception children enjoy sharing a story from

a 'Big Book' such as 'This is the bear and the scary night'. In this activity, they join in with repetitive parts, recognise speech bubbles and show good understanding of an exclamation and question mark. These children are beginning to recognise a number of high frequency words and words associated with the reading scheme such as 'and', 'the' and 'Biff'. In the nursery and in reception classes, there are good opportunities for children to develop writing skills. For example, in the pretend Post Office, children write notes to each other, put them in envelopes and post them through the letter box. They draw and write marks to recall the Christmas story. In reception classes they know that print goes from left to right and some create their own 'writing' to recall their news and to write a speech bubble for characters in a story. Children confidently respond to their own mark making and pretend to read it back to the whole group. Reception children are learning to form letters correctly and to write their names and most can copy a sentence following underneath the teacher's writing. Throughout the nursery and reception, there are good opportunities for children to write and to use a variety of pencils and pens to record their ideas.

- 94 The quality of teaching is good. Activities to promote children's language and literacy development are carefully planned and integrated across the curriculum. There is good assessment of children's achievements and this is used well to plan the next stage of learning. All teachers and nursery nurses use all opportunities to develop children's language and literacy skills in activities in other areas of the curriculum. For example, in physical development, children are asked to run *under* the parachute and to push the ball *across* the given area. Children's early efforts at mark making, their contributions to show and tell and early attempts at reading are valued by all staff. Drawings and early attempts at mark making are displayed around the walls and also in the school 'Courier'. This helps to develop children's confidence and to raise their self-esteem.

Mathematical development

- 95 By the age of five, all children have made good progress and they achieve the levels expected for their age. At least a quarter of the children achieve levels above the standard expected by the age of five. Nursery children accurately sort sets of clothes, such as those which are worn at night-time, and those which are worn during the day. They count and thread beads and cubes using their knowledge of number symbols and values to accurately match the number card. Reception children can sort using a range of criteria such as colour, shape and size. Children in the reception classes and a small number in nursery recognise and can count confidently to 10 with a good degree of accuracy and most can chant numbers to 20 and beyond. They consolidate their knowledge and understanding of number in role-play such as the 'Post Office' where they learn to use simple addition and subtraction. In nursery and in reception classes, children are familiar with a range of number songs, rhymes and counting games and they use actions well to help to identify the number shape with its value. For example, they sing 'Five fat sausages', using fingers to show the number of sausages cooking in a pan. In both nursery and reception classes children can recognise shapes such as a square, circle and triangle. Children's understanding of measurement is developed well through practical activities using sand and water play. They are encouraged to use appropriate mathematical language such as 'full', 'half-full' and 'empty' and they compare containers by size and weight. Children's numeracy development in nursery and reception classes is enhanced in role-play such as when they read and write telephone numbers in the telephone box and Post Office.
- 96 The quality of teaching is good. Teachers have good knowledge and understanding of

how to develop children's mathematical interest through well-structured practical activities. These enable children to become familiar with numbers and other mathematical ideas. Staff continually reinforce children's mathematical understanding throughout other areas such as counting one, two, three before starting to sing, counting the number of cups of tea made in the home corner and identifying the numbers on the pages of 'Big Books'.

Personal and social development

- 97 The children in nursery and in reception classes make good progress and all achieve the levels expected by the age of five. In nursery the behaviour of children is very good. In a short time they have adapted well to routines and understand the simple rules. For example, they know how to identify their own milk carton using an appropriate picture that corresponds to their coat peg, understand the sign to stop playing and know how to tidy up and put activities away in the correct place. They work and play together sensibly with no evidence of conflicts or unwillingness to share resources. Children stay on task and none run or flit from place to place. Reception children have settled well into school routines. They listen attentively and respond well to the class teacher and to each other. The majority are confident in dressing and undressing for physical education lessons and show interest in all other activities provided for them in the classroom. Children co-operate well with one another, take turns and clearly understand the differences between right and wrong.
- 98 Teachers and other adults working with children in nursery and in reception classes provide good role models and they make good use of every opportunity to teach children to take turns, to listen to others and to share. Good use is made of praise to encourage children to behave well and to try hard with their work. This is effective in raising children's self-esteem and promoting their confidence in learning. In nursery and in reception classes there is a caring approach and relationships between staff, helpers and children is very good. Within this environment children make good progress.

Knowledge and understanding of the world

- 99 By the age of five all children make good progress in this area of learning and achieve the level expected for their age. Nursery children talk about things they do at home and about visits to shops and supermarkets. In role-play, they pretend to boil the kettle for a cup of tea and know that this water is hot. They know that a vacuum cleaner is used to pick up pieces of mud and paper and understand why keeping clean is important for health. By looking after the nursery hamster, children understand that all animals need food and water to stay alive and that some animals run around during the day and some during the night. Children in both the nursery and the reception classes know and understand that there are different types of clothes for different occasions. For example, they know that pyjamas are clothes worn at bedtime and a shirt and trousers are worn during the daytime. Children make good observations about the weather. All children talk about things that have happened to them such as birthdays and holidays and they can recall important features such as where they went and who came to their party. They make effective colourful pictures by cutting out illustrations of clothes from a magazine and sticking these competently onto a piece of paper. In nursery and in reception classes the children use the computer well to support most areas of learning. They have a satisfactory knowledge of the computer keyboard and good skills in using the mouse. Children write words using the keyboard and play number and language games using the mouse to identify their correct choice of option.

- 100 The quality of teaching is good. Teachers provide a range of opportunities for children to explore the environment both inside and outside the classroom. By getting the children to talk, draw and paint what they see, teachers effectively link several learning experiences together. This enables the children to gain a good understanding of the world around them. In the nursery, good teaching was observed by the nursery nurse who worked with groups of children talking, drawing and writing about the Christmas story. She used good questioning to establish children's knowledge of the story and focused language to assess their understanding. In nursery and reception classes all staff encourage the children to pay attention to safety issues when artefacts, objects and computers are used.

Creative development

- 101 Progress in creative development is good. By the age of five, children attain levels of understanding and skill which are in line with that expected for their age and many achieve beyond. Children use paint to make coloured pictures such as those about autumn and they enjoy experimenting to make different shades. They use pastels and experiment with different materials to make good representations of fruit such as an orange. All children explore different colours of paint and brushes to paint pictures of themselves and their families. Children in nursery and reception classes use needle and colourful threads to make autumn and winter collages. They experiment with different coloured threads, criss-crossing them using running stitch to create a simple effective pattern. Nursery and reception children learn words to well-known songs and rhymes and participate enthusiastically in singing activities. For example, they sing 'Knock, Knock, Knock at the door' using actions effectively to illustrate each verse. They are learning to sing and play instruments together as a group and developing skill in responding appropriately to visual signals to play quietly, loudly or stop playing. They know the names of some percussion instruments, such as triangle, tambourine and whistle, and they know the correct way to play them. Reception children enjoy singing and listening to music in assembly and many have learnt the words to several of the songs such as 'One more step'.
- 102 The quality of teaching is good. Teachers provide a range of opportunities in art, craft, music, dance, story making and imaginative play that enable the children to experiment and explore. In the nursery, the teacher organised the group well and ensured that each child had a musical instrument to play. In this she was supported by the nursery nurse and together they provided lots of reinforcement of instrument names and of the correct way to play them. In nursery and in reception classes good planning and discussion is used to successfully develop children's use of descriptive language.

Physical development

- 103 By the age of five, all children achieve the levels expected. Children respond well to the opportunities provided and their progress in the development of small movements such as handling pencils, scissors, construction materials and in manipulating buttons is good. For example, in creative construction work with 'salt dough', nursery children pinch, squeeze, roll and stretch different sized pieces of the materials to make animals. They use a variety of tools to make additional features and marks. In nursery and reception classes, children show increasing awareness of space and know that they get tired after exercise. They improve their physical skills by using large wheeled toys in a well developed enclosed play area. All children have good opportunities for physical development in lessons taken in the school hall. They develop effective ways of

travelling around, using different actions such as hopping, skipping, running and rolling. In nursery, the parachute game is very effective in enabling all the children to use and develop their physical skills to work together as a team. In physical education lessons, children are taught how to carry equipment safely, providing good opportunities to enhance their personal development.

- 104 The quality of teaching is good. Teachers build onto children's previous experiences by providing stimulating and safe activities, which encourage them to develop confidence and increasing skill. In physical education lessons, good organisation and planning, together with clear expectations of children's behaviour, ensures that lessons are successful. There is a good balance between outdoor and indoor activities and this enables all children to make good progress.

133 English, mathematics and science Information technology and religious education

133 English

- 105 Results of the 1999 end of Key Stage 2 National Curriculum tests in English show that the percentage of pupils reaching the expected standard was in line with the national average. The proportion of pupils reaching the higher levels of attainment was below the average. Overall, when compared to pupils across all schools and to schools deemed similar, pupils' standards are below those achieved nationally. Trends over the last three years show a dip in standards in 1997 but a significant improvement over the last two years. This fluctuation in standards is due to a high turnover in staff in Key Stage 2, due to illness, and a wide range of ability differences in cohorts of pupils. For example, in the 1999 cohort, there were six pupils out of a total of 33 pupils registered on Stages 3-5 of the Code of Practice. A similar pattern is reflected in the current class of Year 6 pupils.
- 106 Results of the 1999 end of Key Stage 1 National Curriculum tests show that the percentage of pupils reaching the national standard in reading and in writing was well above the national standard. The percentage of pupils achieving the higher level in reading and in writing is close to the national average. In comparison with all schools and to those schools deemed similar pupils achieve standards that are well above those achieved nationally. Standards in speaking and listening are above the national average. Over the past three years trends show that overall, pupils performance in reading is average but their performance in writing is above average.
- 107 In Key Stage 1, there is no significant difference between the standards achieved by boys and girls. In Key Stage 2, however, girls outperform boys in reading. The differences were significant in 1997 and in 1998. Through recent analysis of the results of tests and assessments, the school is aware of this disparity and has reviewed reading materials and purchased new books for boys to stimulate their interest and has also implemented a spelling policy throughout the school. The results of these initiatives have been positive and results for 1999 show a marked improvement.
- 108 On entry to school, children's attainment is in line with that expected for their age. The youngest children quickly develop confidence in speaking and learn to listen attentively to the teachers and to others. During 'show and tell' pupils confidently describe and talk

about their favourite toys while others listen. This is followed by pupils asking good sensible questions which require them to think and to speak clearly. By the end of Key Stage 1, many pupils speak confidently about their work, drawing readily upon personal experiences, such as describing how they made a spider and how they are going to build a structure to represent a drain-spout. Progress throughout Key Stage 1 is good.

- 109 In Key Stage 2, pupils make good progress in speaking and listening and by the age of eleven their speaking and listening skills are good. Pupils take turns to listen and to contribute their suggestions and answers, showing appreciation of the points of view of others. They confidently speak in front of an audience, such as in assembly, and use their voices well in drama. For example, pupils portray a scene from the play Macbeth, showing good intonation and expression as they illustrate the feelings and characters of witches. By Year 6, most pupils show confidence in speaking and listening tasks, whilst more reluctant pupils are sensitively encouraged to contribute. Time at the end of most literacy sessions provides good opportunities for pupils to develop personally and socially and also contributes well to the development of speaking and listening skills. Pupils are encouraged to contribute their ideas and to evaluate their own and others work.
- 110 In reading, by the end of Key Stage 1 attainment is above average and pupils make good progress throughout the key stage. Younger pupils in the reception class recognise and name letters of the alphabet and recall familiar words associated with the reading scheme and words used frequently in their books and language. By Year 1, pupils have made good progress in letter recognition and their knowledge and understanding of books. Pupils blend letter sounds well and have good strategies for dealing with unfamiliar words. They use 'Big Books' such as 'Rumble in the Jungle' to reinforce grammatical and punctuation skills and also to reinforce rhyming words and patterns. Most are aware that stories and poems have main characters and they make good predictions about the end of a story. Pupils are aware of a variety of texts and higher attaining pupils use well developed vocabulary when discussing the title, author and illustrator. By the end of the key stage most pupils attain good levels in reading skills and knowledge and understanding of books and print.
- 111 In Key Stage 2, pupils read for an increasing range of purposes and make satisfactory progress. Younger pupils make satisfactory progress in developing sight vocabulary and in knowledge and understanding of word patterns and their use in breaking down unfamiliar words. Most pupils make sensible attempts at reading unknown words but a small number of pupils find this difficult and are reluctant to use other strategies to help them. Pupils in Year 3 and Year 4 demonstrate average knowledge and understanding of how words and expression have changed over time when they consider non-fiction texts about the Romans. They understand and can refer to significant aspects of text such as the opening, build-up and conclusion and can discuss credible events. By the end of Key Stage 2 three-quarters of pupils are fluent readers attaining the standards expected for their age. They understand how to make use of reading aids such as index and contents but few know the purpose of a glossary. Most pupils enjoy reading, show interest and talk knowledgeably about books they have read. During the inspection the most able readers were girls but when speaking to boys they expressed delight in the selection of new books and demonstrated interest and enthusiasm towards reading them. Pupils make good use of a range of computer web sites to find out information such as that for a project on the Egyptians, showing satisfactory skills in skimming and scanning for relevant facts. However, a significant number of pupils do not make good use of the school library and express a lack of familiarity with library classification

systems.

- 112 In writing by the end of Key Stage 1, attainment is well above average and pupils make good progress throughout the key stage. Younger pupils write simple words accurately, unaided and with appropriate letter formation. By the end of the key stage pupils can write stories and accounts, poems such as 'Growing Rice' and a sequence of instructions to make a cup of tea and how to clean teeth. Spelling of simple words is accurate and handwriting is well formed and legible. Pupils can write book reviews that express their likes and dislikes such as the one about the 'Hungry Caterpillar' and poems to show the use of rhyming words. Pupils know and understand how to make use of rhyme to scaffold a poem so that the sound and rhythm makes sense and is effective. At least half the pupils have a good understanding of punctuation, such as the use of full stops, exclamation marks and question marks and use these accurately in their writing.
- 113 By the end of Key Stage 2, pupils attainment in writing is in line with that nationally expected for eleven year olds and progress is satisfactory throughout the key stage. Most pupils can write for a range of purposes. They use notes confidently to write plays, such as the 'Pied Piper of Hamlyn', letters to express a point of view, complete a character description of Duncan from the play Macbeth and create a police report about a specific incident. Pupils understand the differences between biographical and autobiographical writing and use this knowledge effectively to write about Egyptian characters. They write successfully in a journalistic style to describe the opening of Tutankhamun's tomb using satisfactory skills of reporting and good persuasive language for the headlines. Half the pupils are writing more complex sentences and they pay careful attention to punctuation. They have a good knowledge and understanding of spelling conventions and make good use of root words such as 'photo', 'tele' and 'chrono' to help them write a chronological report. A small number of pupils are beginning to understand the function of the etymological dictionary to find out the origin and country of different words such as 'gar' in the name Edgar. Throughout the key stage, information technology is used well to support pupils' reading and writing. Pupils draft and re-draft their work and use the computer to plan the front page of a newspaper and to write different types of reports effectively. All pupils contribute effectively to the school magazine 'The Cross Lane Courier' showing good skills in writing poems, accounts about famous people such as Sir Walter Raleigh, and brief summaries of reading books. This enables all pupils to write for a purpose and to value themselves as authors. Although all pupils are taught joined writing in Key Stage 2, it is not used consistently or expected by teachers across the key stage in Key Stage 2. Overall, presentation of work and the consistent use of punctuation are weak in most classes and affects the progress that pupils make in writing by the age of eleven. Opportunities to mark and correct pupils' mistakes are missed and standards are allowed to fall. In these instances marking is not used well to assess pupils progress and to plan work that is accurately matched to meet the needs of all pupils, particularly higher attaining pupils.
- 114 Pupils with special educational needs make good progress. Well-targeted support is provided at both key stages. Most individual education plans give clear guidance and set targets that are regularly reviewed and modified when they are achieved.
- 115 Pupils generally have good attitudes to learning. All pupils enjoy the Literacy Hour and show interest and involvement in discussions. The links between English and other subjects, such as history, religious education and science are good. Those in history provide reinforcement of pupils' knowledge and understanding of the past and show

how words such as 'yonder' have fallen out of use. In religious education younger pupils learn about different cultures through reading the story of 'Rama and Sita' and older pupils in Year 6 make good notes from a reading about Egypt followed by research to create a bibliography. Most pupils' behaviour is good.

- 116 The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Throughout both key stages, teachers are implementing the National Literacy Strategy effectively, showing good understanding of its content. Although planning is mostly good, there are occasions where assessment has been used insufficiently to guide and extend work for higher attaining pupils. Objectives for all lessons are clear and in the best lessons pupils are made aware of the purpose of the lesson at the outset. Teachers have good subject knowledge and in most classes pupils are managed well. Time is used efficiently and most lessons proceed at a satisfactory pace. Teachers' relationships with pupils are very good and there are good opportunities for pupils' personal development, such as taking responsibility for their own learning when using the computer for research and for planning. Whilst teachers' expectations are good in Key Stage 1 these standards are not consistently applied across all classes in Key Stage 2. Assessment through the use of marking is not used rigorously to support pupils' learning and to plan work that is sufficiently challenging for all pupils. This is reflected in pupils' presentation of work and standards that are close to and below those expected for pupils at the end of Key Stage 2. However, throughout both key stages praise and encouragement are used well to boost pupils' self-esteem and to improve attainment.
- 117 The school has carefully analysed and identified its provision for English, along with pupils' attainment. It has established priorities for improvement and has worked hard to develop the Literacy Hour. Suitable targets have been set to improve the standards of boys' reading skills and spelling skills and knowledge and understanding across the school. These initiatives are proving to be successful and evidence of this improvement was seen during the inspection. Although the co-ordinator is monitoring these aspects of English and makes close scrutiny and analysis of end of term tests, there is little awareness of the quality of teaching and learning in classrooms. These missed opportunities to monitor teaching limit the co-ordinators' knowledge of the impact of teaching on learning and on the progress that pupils are making. This prevents immediate action being taken in order to remedy the shortfalls in provision.
- 118 Resources are good and fully meet the needs of the National Curriculum and the National Literacy Strategy. Extra resources have been acquired for the Literacy Hour and additional books targeted specifically for boys. The school is well equipped with audio-equipment, tape recorders and listening centres. The use of information technology is used very effectively to support English. The school library is spacious and well resourced with a range of books to cover all areas of the curriculum. However, this very good resource is not always used effectively to help progress pupils' knowledge and understanding of library and research skills.

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Mathematics

- 119 There has been an improvement in the standards of attainment in mathematics at the end of both key stages since the last inspection. The number of pupils attaining the expected levels has increased. Test results show that boys outperform girls by a larger than expected percentage. This difference was not observed in lessons and work scrutiny. The rate of progress has improved from satisfactory to good for pupils in both

key stages, due in part to the effective introduction of the National Numeracy Strategy.

- 120 At Key Stage 1, in the latest national tests the levels of attainment are above average. The number of pupils attaining the expected level is well above the national average, the number attaining the higher level is average. When compared with similar schools attainment is above average. With the exception of one year, the levels of attainment have improved each year over the last four years. Inspection evidence confirms that standards of attainment are above average.
- 121 At Key Stage 1, the youngest pupils can recall and join in familiar number rhymes, for example 'Five Little Leaves'. They can count forward to 20. They can create simple patterns, for example one orange and one yellow, and are starting to cope with more complex patterns such as two orange and two yellow. Pupils use the language of weight using terms such as 'light' and 'heavy' with the higher attainers using 'lighter' and 'heavier'. As they move through Year 1, pupils, including those with special educational needs, make good progress. The lower attainers recognise numbers up to 10. They start to carry out simple addition and subtraction of numbers to 10. The average attainers recognise and work with numbers up to 20. They work on more difficult addition and subtraction and can add on 10. The higher attainers can add two-digit and one-digit numbers and recognise patterns including odd and even numbers. Most pupils recognise regular two-dimensional shapes such as square, circle and triangle. The highest attaining pupils work with cuboids and prisms. Pupils measure using cubes; the highest attaining pupils estimate things that are less than one metre in length. By the end of the key stage, the average attaining pupils add and subtract two-digit numbers. They multiply and divide by single digit. A small number of pupils are not yet at this stage and are working mainly with single digit numbers in addition and subtraction only. The pupils devise their own addition 'sums'. Mathematical language develops well with pupils moving from terms like 'share' to 'divide' and 'times' to 'multiply'. The pupils become familiar with fractions including a quarter and a half. The average and higher attainers understand half and quarter turn. In the area of shape and space the pupils recognise an increasing number of two- and three-dimensional shapes. They draw reflective symmetrical patterns. The higher attainers identify the characteristics of shapes by sides and corners and can say if a shape is symmetrical. In data handling, pupils collect information and they are starting to use tallying. They use simple block graphs to record information, for example on 'Favourite Fairy Stories'.
- 122 All pupils, including those with special educational needs, make good progress in their understanding of mathematical concepts and development of skills. They work with increasingly difficult numbers and show increased awareness of the importance of accuracy in measuring work.
- 123 At the end of Key Stage 2, standards of attainment in the national tests were in line with national average at the expected level and above average at the higher level. When compared with similar schools, standards are average. The standards in mathematics have risen over the last two years after a significant fall in 1997. The school has carefully analysed the results of national tests and used the information to target areas for development, for example mental mathematics and data handling. Inspection evidence shows that standards are broadly in line with national averages and pupils make good progress.
- 124 Standards of attainment are lower at the end of Key Stage 2 than at the end of Key Stage 1. This is due to cohort differences. There is a larger number of pupils at Stages

3 to 5 on the special educational needs register at the end of Key Stage 2. These pupils make good progress towards their personal targets.

- 125 At Key Stage 2, pupils build on the skills they have acquired in Key Stage 1 and continue to make good progress. The younger pupils work with numbers up to and above 100, although a number of the lower attaining pupils still work with one- or two-digit numbers. The higher attaining pupils carry out multiplication and division confidently. Some of the younger average attaining pupils find difficulty with division and reverse numbers, for example 15 divided by 3 becomes 3 divided by 15. Most pupils use correct mathematical terms such as 'vertices' when working with two- and three-dimensional shapes. They create geometrical patterns using straight lines. Measurement becomes more accurate with pupils using centimetres. The higher attaining pupils estimate length, for example of a pencil, and then measure to check. As they move through the key stage the pupils develop strategies for solving problems, for example they use partitioning when adding ($67 + 16 = (60 + 10) + (7 + 6) = 83$). They carry out inverse operations in multiplication and division to check answers. They use their mathematical knowledge to problem solve, for example in work on shopping lists. Pupils use more complex fractions as they move through the key stage and they start to convert fractions to decimals. They estimate well. In the area of shape and space the pupils can find the perimeter of a shape by measuring. By the end of the key stage, most pupils are confident in the four rules of number and understand terms like 'squared'. Positive and negative numbers are ordered correctly. The pupils use mathematical symbols including $<$ $>$ for 'less than' and 'greater than'. They add and subtract to two decimal places and in mental mathematics sessions they show very good understanding of converting decimals to hundredths. Pupils use a formula when measuring perimeters and areas. The average attaining pupils identify the characteristics of a parallelogram and rhombus. The higher attaining pupils use the terms 'acute' and 'obtuse' angles and measure accurately using a protractor. Most pupils understand probability and use the terms 'poor', 'even', 'good' and 'certainty' when writing about chance.
- 126 Mathematics makes a good contribution to other areas of the curriculum. Reading and discussing problems makes a contribution to pupils' development in English. In geography, number is used in direction finding, measuring rainfall and temperature and in plotting co-ordinates. In history, pupils develop a sense of time. Measurements and estimates are used in science and design technology. In information technology, mathematics is used to develop the use of data handling and processing. The subject makes a positive contribution to pupils' social development as they are given opportunities to work in pairs and groups.
- 127 Pupils' attitudes to mathematics are satisfactory overall. They are very good in some lessons and this has a positive effect on progress. In one lesson observed attitudes were unsatisfactory and this slowed the rate of progress. The majority of pupils enjoy mathematics. Most listen carefully in the introductory sessions but a minority need reminding not to talk or call out. In almost all classes the pupils relate well to each other and they work well in groups, for example in a Year 5 lesson the pupils discuss measuring angles in a mature way. There are a small number of occasions when pupils do not relate well to each other or they go off task in group work. The presentation of work in some classes is not always satisfactory. When equipment is being used it is done so safely and with care.
- 128 The quality of teaching has improved since the last inspection. It is good overall in both

key stages and this has a positive effect on progress. It is never less than satisfactory and in almost one-third of lessons it is very good. In all classes teachers plan well. They explain the objective of the lesson to the pupils so they understand what they are going to learn. The methods used in the mental mathematics sessions keep the pupils interested. For example, mime is well used in both key stages and pupils in Year 4 enjoy 'doubling up' bingo. Teachers set work at different levels to meet the needs of the pupil, although on a small number of occasions the work does not fully challenge the most able pupils. The regular questioning and assessment of work enables teachers to plan future lessons well. The marking of work is not used to develop learning and at times work is not marked. The setting of homework makes a positive contribution to pupils' learning.

- 129 The subject is well co-ordinated. There is a policy document and work is planned from the National Numeracy Strategy or the 'Early Years Scheme of Work'. These ensure that pupils make step by step progress as they move through school, building on previously acquired skills. There are good procedures, both formal and informal, to assess pupils. These are used well to plan future learning of individual pupils. The school has carefully analysed the results of national tests to identify areas of development. The information has been well used, for example in the areas of mental mathematics and data handling. This analysis, along with the successful introduction of the National Numeracy Strategy, has had a positive effect on pupils' learning. The subject is very well resourced and the good use of resources has a direct impact on learning.

Science

- 130 In the 1999 National Curriculum assessments for seven year olds, well over 90 per cent of pupils reached the standard expected for their age. This was well above the national average. The percentage of pupils exceeding the expected level, almost 40 per cent, was also well above the national average.
- 131 Results of the 1999 national tests for eleven year olds show that pupils' attainment at the end of Key Stage 2 was average, but when compared to similar schools it was below average. The proportion of pupils reaching the expected level (almost 80 per cent) was below the national average and the proportion exceeding the level (approximately 20 per cent) was above average. Girls' performance was better than that of boys.
- 132 Evidence from the inspection indicates that pupils' attainment is presently above the national expectation at Key Stage 1 and broadly in line with the national expectation at Key Stage 2.
- 133 By the end of Key Stage 1, pupils have good experimental and investigative skills. They carry out investigations carefully, making sensible predictions about what they think will happen, based on their prior scientific knowledge. Pupils use a range of simple scientific apparatus effectively such as magnifying glasses, when they look at objects such as stones and shells. When investigating the properties of these objects, they make appropriate use of their senses. Most pupils have a secure knowledge and understanding of life and living processes. They have a sound understanding of health related issues such as the importance of keeping their teeth clean. Pupils' knowledge and understanding of materials and their properties is satisfactory. Through investigation, they develop an understanding that objects have different properties. For example, some are smooth whilst others are rough, some are hard whilst others are soft.

Pupils have a good knowledge of physical processes. They identify a number of sources of light and place them into natural and man-made categories. When working with electricity, they identify electrical appliances, demonstrate an understanding of the danger associated with electricity, and know that a complete circuit is needed to make a device such as a bulb work.

- 134 By the end of Key Stage 2, pupils have satisfactory scientific investigation and experimentation skills. Pupils have a secure understanding of fair tests, identifying how they can ensure that their tests are fair. They record the results of their investigations in various ways including text, pictures and charts. Whilst some higher attaining pupils are beginning to explain why they achieve certain outcomes in their experiments, most pupils do not make comparisons between their conclusions and their scientific knowledge. Most pupils have a secure knowledge of life processes and living things. They use the correct scientific terms for parts of a plant such as the 'petal', 'anther' and 'ovary' and they know their purpose. Pupils know that their skeleton provides support for their body and protection for their internal organs. They use the correct names for parts of the skeleton such as 'humerus' and 'pelvis', and they are aware that movement is possible because of joints and muscles. Pupils have a secure knowledge and understanding of factors which affect their health, such as the need for a balanced diet. Pupils' knowledge and understanding of materials and their properties is sound. They identify the three states of matter and they know that some changes, such as that from water to ice, are reversible, whilst others are not reversible. Most pupils have a satisfactory knowledge and understanding of physical processes. They know that light comes from a source and that they can see objects because light is reflected off some surfaces into their eyes. When investigating electricity, pupils draw circuit diagrams, with conventional symbols and they use appropriate scientific vocabulary such as 'conductor'.
- 135 The significant majority of pupils, including those with special educational needs, make good progress in Key Stage 1 and sound progress in Key Stage 2. In Year 1, pupils make good progress in developing scientific investigation skills. They begin to predict what will happen, such as when investigating what will happen to bulbs in different electrical circuits. Pupils understand and use a continually growing scientific vocabulary. Pupils in Year 1 refer to 'circuits' in their work on electricity, and Year 5 pupils use confidently and correctly, terms such as 'reflect' whilst many use 'transparent', 'translucent' and 'opaque' to describe the properties of objects and materials.
- 136 Most pupils have positive attitudes towards science. Pupils' response is particularly good in Key Stage 1 where many pupils show a keen interest and are enthusiastic in their response to the teachers' questions. They listen well to their teachers and willingly follow instructions. Many pupils enjoy their science lessons, particularly when carrying out investigations. During these activities, pupils concentrate hard and they mainly show good levels of perseverance. Equipment is handled with care and respect. Relationships between pupils are good. They share resources well, take turns and listen to what each other has to say. Pupils' behaviour in science lessons is good.
- 137 The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Of the lessons observed during the inspection, 60 per cent were good and the remaining 40 per cent were satisfactory. All of the good teaching was in Key Stage 1. Lessons are well planned and the teachers identify clearly what they want pupils to learn. Teachers have a secure knowledge of the subject. The scientific content of the lessons is accurate and teachers mostly give clear explanations and promote in pupils a desire to

increase their scientific knowledge. Occasionally, instructions to pupils lack clarity and pupils' progress is hindered as a result. For example, in a Year 5 lesson on light, some pupils became confused over whether materials were transparent or translucent because the instructions on the worksheet were insufficiently clear. Teachers' methods are satisfactory and lessons provide a sound balance of explanation, practical work, question and answer and investigation. In the best lessons, such as those in Year 1, teachers demonstrate good subject knowledge through their effective use of questions which challenge pupils to think carefully about the topic. Assessment is used effectively to inform teachers of pupils' strengths and areas of difficulty and to help them to make progress. Relationships between teachers and pupils in these lessons are strong and supportive.

- 138 The science curriculum is broad and generally well balanced and it meets statutory requirements. The way that the curriculum is organised with pupils studying science in blocks, means that these are some times in the year when pupils do not have science on the timetable. This creates some difficulty in Key Stage 2 where pupils are not consistently developing and practising their scientific investigation skills. The scheme of work is of a high quality and provides a clear and detailed structure for pupils to systematically build on their prior attainment. The curriculum provides a sound contribution to pupils' spiritual development through providing pupils with opportunities to reflect on the natural world and life cycles. Pupils' social development is promoted through opportunities for collaborative working. Appropriate systems are in place for assessing pupils' attainment and progress and these are used to help teachers to plan their lessons to help pupils to build effectively on their prior knowledge, skills and understanding. For example, there is good analysis of test results where common weaknesses are identified and appropriate action is taken to create an improvement. The shortcomings regarding planning and assessment identified in the previous inspection report have been addressed satisfactorily. The science curriculum makes a satisfactory contribution to pupils' development of literacy and numeracy skills. Pupils' numeracy skills are developed through the opportunities provided for recording findings in the form of tables and graphs, and their literacy skills are developed through opportunities to acquire and use appropriate scientific vocabulary and through written accounts of investigations. Leadership and management of science are good. The co-ordinator takes a lead in development planning, and monitors curriculum coverage and standards through looking at teachers' planning and through both scrutiny of pupils' work and some lesson observations.

Information technology

- 139 Attainment at the end of both key stages is above national expectations. The great majority of pupils, including those with special educational needs, make good progress in building on their prior knowledge, skills and understanding.
- 140 At Key Stage 1, pupils make good use of technological equipment including computers to carry out a variety of functions. When word-processing, pupils demonstrate good keyboard skills, correcting mistakes and making amendments. For example, they enter text, change the font size and use the space bar, shift and delete keys. Pupils save their work, often without help, and they print their work with help from teachers. They communicate ideas effectively through creating pictures, using the pencil, paintbrush and fill functions of a paint program. Pupils often show good skills in handling information, such as when displaying information in the form of graphs. Pupils have a sound knowledge and understanding of control technology, giving instructions to a floor

robot and controlling microphones through a mixing deck during assemblies.

- 141 At Key Stage 2, pupils continue to build well on their skills and by the age of eleven, they use a wide range of hardware and software with good levels of confidence and skill. They use word-processing well to record their work and carry out various projects. They utilise a range of other skills to produce interesting accounts and stories. For example, when pupils work on the 'Cross Lane Courier' they scan pictures into their text and then edit, resize and tidy up the picture. Pupils' use of information technology to organise, refine and present information in different forms and styles for specific purposes and audiences is good. They create advertisements to meet the needs of advertisers in the school magazine, making appropriate changes in style, content and size. During the Saturday multi-media club, pupils create a multi-media presentation that combines text and pictures which have been taken by pupils using digital still and video cameras. When using databases, such as the accident records for Elland, pupils search out information using more than one field. Pupils use information technology systems effectively to sense physical data through the use of light and temperature probes. Their use of television technology is very good. Pupils use video cameras very well, mixing the images from more than one camera to create a video of performances in assemblies and other school events. When pupils plan a bedroom, they make use of a spreadsheet to identify and monitor the associated costs. Pupils use information technology very effectively to support their learning in other subjects such as history and science. For example, in history, pupils search internet sites for information on the Ancient Egyptians.
- 142 The significant majority of pupils, including those with special educational needs, make good progress in developing and understanding the impact of information technology and their use of it. Pupils increasingly build upon their prior knowledge, skills and understanding of information technology including their use of computers, audio and video equipment. The youngest children in the nursery and reception classes develop well their skills in using the keyboard and mouse. They use information technology well to help them develop reading skills through listening to stories. They become increasingly aware of the versatility of computers by using a variety of different programs. For example, when using an art program they select tools such as the pencil and paintbrush having first chosen their colours. Year 1 pupils change the size of their paintbrush when creating pictures and they develop increasingly their word-processing skills, such as using the space and caps lock keys as they write the story of Goldilocks. Throughout Key Stage 2, pupils continue to develop their skills. By Year 5 pupils use many aspects of information technology well. For example, when they use desktop publishing to create a newspaper account about the discovery of Tutankhamun's tomb, they place text in boxes and columns, and change the size, style and colour of the print.
- 143 Pupils' responses to information technology are very good. They enjoy using computers and other forms of technological equipment and they show a mature approach to their work. Computers, video cameras and other equipment are treated with good levels of care and respect. When working in pairs and small groups, pupils do so sensibly and co-operatively. Their enthusiasm for learning information technology skills and then applying this as they use the equipment as a tool for specific purposes, is amply demonstrated by the very large number of Year 6 pupils who attend the multi-media club on Saturday mornings.
- 144 The quality of teaching is good in both key stages. Teachers plan carefully for pupils to develop new skills, practise previously learned skills, and use their knowledge and skills

to support learning in other subjects. During the inspection, pupils made much use of information technology equipment ranging from computers to video equipment to tape recorders. In all cases, they were given clear instructions and good levels of support whilst being given good opportunities to develop independence. Lessons are well organised to ensure that there are good opportunities for pupils to make efficient and effective use of computers and other equipment. Through using computers for administrative and other tasks, teachers are good role models. It became increasingly clear during the inspection that the teachers have a strong commitment to the development and use of information technology. They have a positive approach to developing the curriculum and this has a significant impact on pupils' attainment and progress.

145 The curriculum for information technology is broad and balanced and covers all areas of the National Curriculum. In addition to meeting statutory requirements, the curriculum offers many wider opportunities for pupils to develop a good range of skills. The previous inspection report identified some shortcomings in curriculum planning and assessment procedures. Whilst good progress has been made towards resolving the curriculum planning issues by the development of a scheme of work, the lack of an effective assessment procedure remains. The curriculum for pupils in Year 6 is enriched to a great extent by extra-curricular activities. For example, several pupils work on the school magazine after school and many Year 6 pupils attend the multi-media club on Saturdays. Management of the subject is very good. The headteacher co-ordinates the subject and he exudes enthusiasm and commitment to high standards, which has a significant impact on teachers' commitment and professional development, and on the enthusiasm, attainment and progress of pupils. Resources for information technology are very good. The school has a large number of appropriate computers and other equipment. These resources are used very well.

174 **Religious education**

146 By the end of both key stages, pupils' attainment meets the level expected for seven year olds and eleven year olds in the locally agreed syllabus.

147 Pupils make satisfactory progress in Key Stage 1. Pupils in reception and Year 1 make good progress in their understanding and awareness of Christian and Buddhist religions. For example, they know that the Bible is a special book for Christians and it tells us about Jesus. They also know the Buddhist story of 'Po Wan' in Year 2. Pupils build progressively on previous learning. Pupils have a thin but growing knowledge of each of the five major world religions and, for example, know of the Sikh story of Guru Nanak and his life. They have knowledge of the Hindu religion and the festival of Diwali and compare religious festivals. Pupils know about the birth of Jesus and the Christmas Story but there is only a limited amount of recorded work.

148 Pupils make satisfactory progress in Key Stage 2 and continue to develop their knowledge and understanding of other religions. For example, pupils in Years 3 and 4, have sound knowledge and understanding of the Buddhist Circle of Life and in Years 5 and 6 pupils further develop their knowledge of Christianity. For example, they learn about important festivals such as Easter and Pentecost and why Christians believe them to be so important.

149 Throughout the school, pupils make good progress in their understanding of what is special and what is morally right and wrong. For example, they were able to reflect on

the true value of gifts and presents and realise that it is not always the most costly items that are the most precious. In Years 3 and 4, pupils discuss what makes people like Mother Therese special. They consider that kindness and charity are important attributes. Pupils in all classes have formed their class 'Bill of Rights' based on trust, respect, happiness and care for others.

- 150 Pupils with special educational needs make good progress throughout the school when supported by the teacher or non-teaching assistants and when work is carefully planned to match their ability.
- 151 The quality of teaching was satisfactory in the three lessons seen and is judged satisfactory at both key stages. Teachers' subject knowledge and understanding is generally satisfactory and one teacher has a very good understanding of the requirements of the agreed syllabus. Teachers' planning relates to the expectations of the agreed syllabus and the strands are consistently identified with clear reference to the 'core objectives' of the syllabus. Activities in religious education are generally satisfactorily matched to pupils' varying abilities, resulting in a sound level of challenge for all pupils. However, there are a small number of occasions when pupils are given tasks which are too simple and opportunities to develop pupils' writing skills are missed. Occasional visitors, such as a local vicar, have been used to very good effect to raise pupils' awareness, knowledge and understanding of the role of a Church of England minister. Good use of pupils' own backgrounds and experiences supports pupils' social development.
- 152 Pupils have positive attitudes and the majority of pupils behave well in lessons. They are interested and curious in religious artefacts and handle them carefully. Pupils listen very carefully to their teachers, are keen to take part in discussions and also think about things for themselves. In Key Stage 2, pupils share their thoughts and show respect for other people's feelings, values and beliefs. They collaborate well in groups, can sustain concentration and, at times, work well independently.
- 153 Religious education is taught following the requirements of the newly formed Calderdale Agreed Syllabus which covers a wide range of world religions to broaden pupils' multi-cultural experiences and knowledge. There is good guidance to support teachers in their planning, which has a positive impact on the attainment and progress of the pupils. As a result, the positive report of religious education stated in the last inspection has been maintained. Resource provision has improved since the last inspection. The subject is taught regularly in all classes. However, there is a lack of monitoring and a more rigorous monitoring of teaching and pupils' work is required.
- 154 Religious education makes a positive contribution to pupils' moral, social and cultural development, but some opportunities for developing pupils' spiritual development are missed. For example, there are few planned opportunities for reflection and to use music, literature and art to express emotions. Moral development is promoted well through discussions about moral issues such as friendship and bullying. Social development is promoted well, where pupils collaborate in discussion and respect the views of others. Teaching about five world faiths contributes to pupils' multi-cultural awareness and, by the end of Key Stage 2, pupils' understanding about the major world faiths is satisfactorily developed.

Other subjects or courses

Art

- 155 The school has maintained the high standards in art since the last inspection. The quality of art work throughout the school is higher than that expected for the pupils' ages. Pupils make good progress and in some individual lessons they make very good progress.
- 156 In Key Stage 1, pupils use a wide range of media including paint, pastels and crayons to produce high quality work, including autumn shades and self-portraits. They paint in the style of famous artists. For example, when they produce very good work based on Van Gogh's 'Cafe Terrace'. There is very good use of shade and colour when pupils produce 'night-time scenes'. Pupils develop good observational skills, using pencils well when they draw miners lamps in a Year 2 lesson. They pay attention to line, tone, shape and pattern. Pencils are used carefully, many pupils can identify which type of pencil is best for a particular task. Pupils learn about art from other parts of the world when they paint in the style of African artists. All pupils make good progress throughout the key stage. In Key Stage 2, pupils build on the skills they have acquired and they continue to make good progress. They pay attention to detail, for example in Years 3 and 4, when they sketch Roman artefacts and scenes in ink. Pupils develop understanding of art from other periods when they make Roman mosaic patterns. As they progress through the key stage, pupils continue to paint in the style of other artists including Rembrandt. Their self-portraits show good understanding how Rembrandt used shadow to good effect. The older pupils use their information technology skills to produce work in the style of Andy Warhol. In work related to a history project, the pupils show good understanding of Ancient Egyptian art. They make a model of a mummy and decorate a coffin using appropriate techniques and colours. Most pupils pay very careful attention to detail. In three-dimensional work the younger pupils use clay to make pots. Older pupils use clay to make Greek columns as part of a history topic. Papier mache is used to make good quality artefacts in the style of Clarice Cliffe.
- 157 Art makes a good contribution to other areas of the curriculum. Pupils discuss famous artists from the past, this helps to develop their speaking and listening skills. They appraise their own and other's work. Work on patterns makes a satisfactory contribution to mathematics. There are very good links with history, pupils produce two- and three-dimensional work as part of their history topics. The subject has a very positive impact on pupils' spiritual, moral, social and cultural development. Pupils learn about the beauty of art, they show a sense of awe and wonder when they look at art produced by classmates and art from other times. They are given opportunities to work together in groups and to discuss their work, for example in Years 5 and 6 when they make models of mummies and decorate coffins in a topic on Egypt. Pupils learn about art from other times and how it was related to the life and culture of the times. Work by both western and non-western artists is used to develop pupils' awareness of more recent cultures in different areas of the world.
- 158 Pupils enjoy art. They have very positive attitudes and are proud of their work. In all lessons, pupils are eager to show their work and talk about what they are doing. They listen well in introductory sessions. When working without direct supervision from a teacher, they concentrated fully on their work. Pupils with special educational needs are fully involved in the lesson and when they find tasks difficult, classmates give sensitive support. Equipment is used with care and pupils are mindful of safety when using

scissors. Pupils collaborate and co-operate well, for example in a Years 5 and 6 lesson where they make models of mummies and decorate coffins in the style of Ancient Egyptian artists. The positive attitudes and very high standards of behaviour make a significant impact on the progress made in art.

- 159 The quality of teaching is very good overall and never less than good. This has a very positive effect on attainment and progress. All teachers plan their lessons well. Techniques are explained very clearly, for example in a Year 2 lesson when the teacher illustrates shading. Teachers in all classes use appropriate language, for example when talking about shade, tone or colour. Resources are well used and teachers visit all pupils and discuss their work. Classes are very well controlled. The very good relationships with pupils and the praising of work have a positive effect on developing pupils' self-esteem.
- 160 There is good co-ordination of the subject. The co-ordinator is committed to ensuring that standards remain high. There is a recently reviewed policy and scheme of work in place and these ensure step by step development through the school. The school is well resourced for art. The resources are used well to enhance the curriculum. The school values the art work of pupils. There are good quality art displays throughout the school with some work in frames. The displaying of art work has a positive effect on developing self-esteem.

Design and technology

- 161 By the age of eleven pupils make satisfactory progress and attain standards that are in line with those expected.
- 162 By the end of Key Stage 1, pupils show steady skills in cutting, shaping and joining using a variety of materials including paper, card and textiles. Based on the rhyme 'Incy Wincy Spider' pupils explore ideas for making a spider and a structure to represent a drain-spout. Pupils plan their design, list the materials they are likely to require and make a written list of instructions for making. They use their knowledge of spiders to make one out of pipe cleaners. They know that spiders are light in weight and they have a body and eight legs. Once complete, pupils consider a structure to represent a drain-spout and a simple mechanism in order to wind the spider up and down. They apply their knowledge gained in science to measure, mark out and cut materials suitable to hold the spider and then make suggestions of simple ways to make it move up and down. Through group discussion, pupils begin to develop their ideas and they make suggestions on ways to proceed. For example, they use a cotton reel to wind the spider's thread upwards but acknowledge that unless held permanently the weight of the spider pulls the thread downwards. Pupils make realistic suggestions and improvements in order to fasten and hold the mechanism in place. When it is completed, pupils reflect on the work they have done and write a simple evaluation.
- 163 By the end of Key Stage 2, pupils continue to link their work to other areas of the curriculum. For example, in lower Key Stage 2, pupils make Roman money containers to support work in history and older pupils in Year 5 and Year 6 make musical instruments to support their work in science and music. Pupils are able to work effectively to a design brief using their design and technology diaries and then make and evaluate their finished products in order to consider improvements. Throughout the key stage pupils demonstrate a good understanding of the function of a product and good knowledge of its purpose.

- 164 Across the key stages, pupils develop satisfactory skills and knowledge of design and making and the pace of learning increases as they enjoy a wider range of tools. Pupils use their good knowledge of mathematics to measure card, string and thread accurately. They use tools such as scissors and needles with caution, acknowledging the rules of safety. They know that high standards in making result in good quality products that work more effectively. For example, when felt for purses is cut into a perfect circle it enables the purse to be gathered more easily and to hold an appropriate amount of coins. Pupils in Year 5 and Year 6 found that their musical instruments gave a better sound when careful consideration had been given to the correct design. Effective adjustments to their designs to tightening the strings on a guitar and reduce the width of a drum top to gain higher notes, provided appropriate illustration of pupils' increased ability to improve the overall function of their models. Pupils made good assessments of their instruments when they played them as an accompaniment to part of a morning assembly.
- 165 Pupils have positive attitudes towards their work. They are firmly involved in and interested in their design and technology activities. They show good levels of confidence and work well individually and in pairs. Most pupils show good levels of behaviour and they maintain concentration throughout lessons, responding well to the challenges provided for them. In all lessons pupils use tools safely.
- 166 Teaching is satisfactory overall. The quality of teaching in 80 per cent of lessons seen was satisfactory and in 20 per cent the quality of teaching was good. Teachers have satisfactory knowledge and understanding of the subject and of the design and making processes. Lessons are closely linked to other subjects giving a clear purpose for the activity. In most lessons seen, teachers used appropriate strategies to support the design and making processes and organisation and management of pupils was good. In the good lesson, the use of searching questions requiring pupils to think of a suitable way to make a winding mechanism, provided clear evidence of pupils knowledge and understanding of the process. In most lessons, relationships are good and teachers use praise effectively to illustrate to pupils the value of their work. Assessment by teachers is satisfactory. Good use is made of pupils' own evaluations of their projects and this is recorded on their design and planning sheets and diaries. However, overall there is insufficient planning by teachers to ensure that pupils make good progress in the development of skills and use of a wider range of materials. Older pupils in Year 6 gain additional experiences when they visit their local secondary school. On these occasions they develop skills using a wider range of materials such as wood and plastic and have opportunities to explore the uses of a different more sophisticated range of tools.
- 167 The co-ordinator has provided good leadership by supporting and helping all staff in the implementation of a new scheme of work and by monitoring planning. There is no monitoring of the quality of teaching. However, pupils' finished products are assessed and these are used effectively as a guide to monitoring the quality of teaching and learning of the subject. Resources for design and technology although narrow in range are satisfactory. The use of a digital camera to generate designs is used effectively to support and stimulate ideas.

Geography

- 168 No geography was taught during the inspection period. Scrutiny of work and plans and discussions with groups of pupils indicate that the pupils' attainment is broadly in line

with that expected for their age. Pupils make satisfactory progress throughout the school. The school has maintained the satisfactory standards in geography since the last inspection.

169 In Key Stage 1, pupils understand the terms 'near' and 'far'. They are familiar with their own area and they talk about nearby towns, including Halifax and Rochdale. Pupils are starting to have an understanding of the British Isles and they draw maps showing the shape. They draw plans of the classrooms. In work on the weather they recognise wind, rain and sun. They are starting to compare weather in England and other places. Environmental issues are discussed when pupils talk about the attractive and unattractive areas around the school. Older pupils in the key stage develop their observational skills, for example, when they see a video on Whitby. They use geographical terms including 'beach', 'river', 'hilly' and 'flat'. In Key Stage 2, pupils build on their knowledge acquired in Key Stage 1. In Years 3 and 4 the pupils improve their mapping skills, use keys and plot using co-ordinates. By the end of the key stage pupils have knowledge and understanding of the river cycle. They can record rainfall, temperature and wind using appropriate equipment. In work connected with history, they identify Egypt on a world map and globe. They know that the Nile is a very important river, which has a flood plain. In environmental work, the pupils discuss how they can make improvements within the school, for example by recycling waste. They are also aware of wider pollution issues such as fumes from vehicles and they make suggestions on how to improve the environment.

170 There is insufficient evidence to make a judgement on pupils' attitudes or the quality of teaching. The scrutiny of planning and interviews with pupils indicate that both are satisfactory. Geography makes a satisfactory contribution to other subjects. Pupils' reading skills are developed when pupils read text about areas of the world. The measurement and recording of rainfall and temperature helps to develop pupils' mathematical skills. The subject has a satisfactory impact on pupils' moral, social and cultural development. The pupils are given opportunities to discuss topics including environmental pollution and the social and moral decisions that have to be made. They learn about life in other countries and this enhances cultural development. There are sufficient resources to meet the requirements of the curriculum. The school area is well used to enhance the curriculum. The recently appointed co-ordinator has not yet had time to make an impact on the subject.

199 **History**

171 Pupils' progress in history is satisfactory. It is satisfactory overall in both key stages and their attainment by the ages of seven and eleven is in line with that normally expected. All pupils, including those with special educational needs, develop their knowledge and understanding of historical periods and make satisfactory progress throughout the school. In most classes, pupils are given good opportunities to apply the knowledge they have gained to investigating and interpreting historical situations.

172 In Key Stage 1, pupils make good progress overall in their knowledge and understanding as they learn about features of life in the past. Pupils make sound progress in developing historical enquiry skills and communicate their understanding using historical evidence. The youngest pupils in Key Stage 1 know that dinosaurs lived long, long ago and they know that children in the past used toys which looked different from those of today and were made of different materials. Pupils remember key events from work covered so far, using appropriate vocabulary. Literacy skills are developed as

pupils write in different forms about their work in history. They develop an appropriate understanding of chronology and show understanding of concepts such as old and new, now and then. Pupils recognise how things have changed over time and use artefacts and pictures effectively as evidence. Throughout the key stage, pupils learn about famous events and people of the past. For example, they know of Guy Fawkes and can explain why he was an important person.

- 173 In Key Stage 2, pupils make satisfactory progress in knowledge and understanding as they learn about features of past societies and compare life in different historical periods. By the end of the key stage, they develop an appropriate understanding of subject specific language, which they use and apply correctly. They can apply their knowledge to show an understanding of causation and change. Pupils demonstrate a good understanding of change over time. Some pupils have acquired an unusual depth of understanding of specific periods of history. For example, Years 3 and 4 pupils can describe the Roman age in good detail. Pupils in Years 5 and 6 can talk with substantial knowledge about life in Ancient Egypt. By the end of Key Stage 2, pupils recognise that the past can be divided into periods. Pupils try to explain why people acted as they did. Cross-curricular links enhance pupils' historical learning, through art and English.
- 174 Throughout the school pupils' attitudes to learning are generally good. They listen well, generally enjoy their work, and increasingly demonstrate perseverance and an ability to discuss issues sensibly and maturely, respecting other viewpoints. They work co-operatively to produce work of a good standard.
- 175 The quality of teaching is variable but judged to be satisfactory overall at both key stages. Teaching has some very good features, but also some shortcomings. Planning of lessons does not always identify the skills which pupils of different ages and abilities in mixed age classes are expected to learn. In the better lessons, teachers use stimulating information and starting points to improve pupils' understanding of the subject material. For example, very good information about Ancient Egypt and the discovery of Tutankhamun's tomb by Howard Carter was downloaded from the internet and pupils used this to recognise the importance of historical evidence. Opportunities to deepen and extend pupils' historical understanding and their methods of historical enquiry are also enhanced by other well-planned resources, including photographs, video, visits and visitors. For example, a member of the local community speaks to the children about the history of their own area and pupils visit Colne Valley museum in their study of the Victorians. Such activities enthuse pupils and bring history alive. Most teachers have satisfactory expectations and develop activities that are suitably challenging. As a consequence, pupils respond with sustained concentration and collaborative work that shows their interest and initiative. Marking is inconsistent. In some cases it contributes well to pupils' progress as it gives constructive, encouraging and helpful comments. In other lessons, work is sometimes unmarked or unhelpful.
- 176 Some teachers develop writing well, for example when pupils in Year 3 wrote about a Roman soldier at the time of the invasion of Britain. Many teachers are particularly imaginative and effective at developing pupils' skills of literacy through history. In a very good lesson in a Year 6 class, pupils 'interviewed' Howard Carter in a role-play which consolidated their understanding of his discovery.
- 177 The subject is led satisfactorily but there has been no monitoring of work outside the co-ordinator's own classroom. Planning helps to ensure coverage of the National Curriculum and supports the history policy but does not give detailed guidance for all

year groups or indicate the promotion and development of historical knowledge, skills and understanding. The planned use of information technology in history is very good and the school has good software to support the topics.

- 178 A very positive feature of the history seen is the effective way in which the subject promotes pupils' spiritual, social and cultural development. For example, this can be seen in the study of ancient cultures, the local study and pupils expressing their views and feelings. For example, they consider the ethical questions of removing treasures from Egypt, and ask 'Is it right to disturb the burial ground of an Egyptian king?'

Music

- 179 Throughout school all pupils, including those with special educational needs, make good progress in lessons and over time. They make good progress in listening and appraising, and in composing and performing. By the age of seven and eleven standards often exceed those normally expected of pupils of their age.
- 180 In Key Stage 1, pupils remember what they have learned previously, consolidate their understanding and reinforce and extend their skills. They improve their accuracy in singing songs and playing instruments and can sing a range of songs from memory. By the end of the key stage, they can maintain tempo and repeat simple rhythms by clapping. They can name, explain the use and play a variety of instruments and describe their effects. Pupils' skills were seen to good effect in a Years 1 and 2 lesson, where pupils made a story using percussion musical instruments. Pupils listen carefully to the rhythms and tunes composed by others and know the value of a crotchet, minim and quaver.
- 181 Pupils at Key Stage 2 build well on their previous experiences. They too can keep a steady beat and identify repeat phrases when listening to music. There was good progress in the development of composing and performing skills in lessons. Most have sound skills in playing instruments, especially the ocarina, and by the end of the key stage they read and can record their musical compositions with signs and symbols. Pupils collaborate well in groups to compose and perform their musical 'masterpieces'. They use video and audio equipment confidently to record their performance. Many pupils use musical vocabulary correctly. They listen to and sing along with music from different eras and cultures whilst identifying and recognising differences between a variety of styles.
- 182 Good progress is maintained throughout the school because of pupils' good response in both key stages. They enjoy the lessons provided for them, use the resources well and persevere with the tasks set. Pupils work well together, showing good levels of self-discipline when listening to music and playing the percussion instruments.
- 183 The quality of teaching is good in both key stages. Common characteristics of most of the teaching include a brisk pace and a clear purpose for the lesson. All teachers plan a good range of activities and their choice of music engages and motivates pupils. In the best lessons, pupils are challenged well and encouraged to improve their performance. Most teachers have adequate subject knowledge and are well supported by taped radio broadcasts and a scheme of work which gives good guidance and ensures that work is progressively more demanding as pupils move through school and pupils' skills develop systematically.

184 Teachers freely devote their time to run instrumental groups for pupils. The vast majority of pupils in Key Stage 2 play the ocarina and many others pupils in both key stages play brass, woodwind, strings and keyboard instruments. Many pupils have lessons from peripatetic teachers and the school ensures that pupils have opportunities to play as an ensemble. Music plays an important role in pupils' spiritual, social and cultural development. Many pupils choose to perform for their school and during the inspection many delightful instrumental and vocal solos were performed. In addition to the opportunities for pupils to perform in many concerts and musical productions, musicians, such as an African percussionist, also visit the school to entertain and inform. Resources for music are good, organised satisfactorily and used well.

213 **Physical education**

185 Most pupils, including those with special educational needs, make good progress in physical education and by the age of eleven they develop skills in a range of activities which are appropriate for their age.

186 The youngest pupils in Key Stage 1 develop increasingly their awareness of space. During dance lessons, pupils move around the hall varying their speed and direction whilst avoiding others as they reflect well the mood of the music. Their skills are built on successfully in Year 1, when they curl and stretch into different shapes, and then further developed in Year 2 as pupils balance on different body parts. Year 2 pupils begin to analyse their performances. For example, they reflect on how they could improve their bridge balances. As pupils move through Key Stage 2, they become increasingly confident in a range of physical activities. In gymnastics, Year 4 pupils make good progress in developing their poise and gymnastic technique. As they develop sequences of rolls, they pay attention to their starting and finishing position. Year 5 pupils use their previous skills as a basis for composing sequences of movements which involve balances, jumps, rolls, cartwheels and handstands. Some higher attaining pupils in Year 5 move very smoothly from one movement to another. By Year 6, pupils refine their movements well, displaying at least sound and often good techniques, for example when doing forward and backward rolls. The school teaches swimming in Years 3 and 4 and therefore there are no records of the number of pupils who can swim the recommended minimum of 25 metres by the time they leave the school. However, at the end of last year, approximately three-quarters of Year 4 pupils had reached the standard of personal survival which the school considers appropriate for eleven year olds.

187 Pupils' responses to physical education lessons are good overall. Pupils in the reception class display very good responses. In a dance lesson they behaved very well, concentrated hard on their tasks and thoroughly enjoyed the lesson. This had a significant impact on their progress. In other classes, pupils pay good attention and try hard to improve their performances. Relationships are good, with pupils showing high levels of care and respect for each other and working well in pairs and small groups.

188 The teaching of physical education is good overall with 40 per cent of lessons observed during the inspection being very good, 20 per cent good and the remainder satisfactory. Teachers generally plan and prepare their lessons well and the activities provided for pupils are usually fun and interesting. This promotes pupils' motivation. Through changing into appropriate clothing and through demonstration and joining in with the activities, some teachers provide good role models for the pupils. Teachers provide good opportunities for pupils to demonstrate their skills to others in the class. In the very

best lessons such as in a Year 2 and a Years 5 and 6 class, the teachers display very good relationships with their pupils, expectations of behaviour and attainment are high, and pupils are given good opportunities to demonstrate their skills to others.

- 189 The curriculum for physical education is broad and balanced and provides an appropriate range of activities to develop pupils' physical skills. There is an appropriate policy and scheme of work to support the curriculum. The previous inspection report identified weaknesses in the school's assessment procedures, and whilst some progress has been made in this respect, an assessment and recording system has not yet been fully implemented. Formal records of pupils' progress in swimming are kept and the school is in the process of developing an assessment system for other areas of the subject. Within the physical education curriculum, boys and girls are provided with equal opportunities to develop skills in a variety of activities and pupils with special educational needs are given good opportunities to be involved appropriately. A range of extra-curricular sporting activities is offered to pupils in both key stages and include gymnastics, dance, netball, football and hockey. These activities, which are organised by six teachers, who give generously of their own time, are well supported by pupils and they help to enrich the physical education curriculum.

PART C: INSPECTION DATA

218 Summary of inspection evidence

- 190 The inspection was carried out by a team of five inspectors, four for four days each and the lay inspector for three days. One day was spent in school on a preliminary visit and a meeting was held with parents.
- 191 Over 48 hours were spent directly observing 66 lessons or parts of lessons. Inspectors spent a further 43 hours collecting other evidence. Many children were heard to read and work was scrutinised. Much time was taken in speaking to pupils about their work, knowledge and understanding. Inspectors attended assemblies and acts of worship. Attitudes, behaviour and personal development of pupils were monitored in class, at play, before and after school and at lunchtimes. Teachers' planning and records were carefully examined and meetings were held with all teaching staff and with some non-teaching staff in the school. Discussions were held with a selection of governors. School policies and documents were examined, as were minutes of governors' meetings and staff meetings. Views of 12 parents expressed in the meeting, at school, and in the 73 returned questionnaires were also taken into account.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	301	6	45	43
Nursery class	25	0	0	N/A

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	13
Number of pupils per qualified teacher	23

Education support staff (YR - Y6)

Total number of education support staff	23
Total aggregate hours worked each week	314.5

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	25

Education support staff (Nursery class)

Total number of education support staff	1
Total aggregate hours worked each week	32.5

Average class size:	27
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Financial data

Financial year:

1998-1999

	£
Total Income	501,098
Total Expenditure	495,572
Expenditure per pupil	1,593
Balance brought forward from previous year	14,952
Balance carried forward to next year	20,478

PARENTAL SURVEY

Number of questionnaires sent out:	362
Number of questionnaires returned:	73

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	64	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	56	3	1	0
The school handles complaints from parents well	13	58	25	3	1
The school gives me a clear understanding of what is taught	38	55	6	1	0
The school keeps me well informed about my child(ren)'s progress	41	48	8	3	0
The school enables my child(ren) to achieve a good standard of work	33	51	15	1	0
The school encourages children to get involved in more than just their daily lessons	30	58	11	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	58	16	7	0
The school's values and attitudes have a positive effect on my child(ren)	32	58	9	1	0
The school achieves high standards of good behaviour	32	48	20	0	0
My child(ren) like(s) school	52	44	4	0	0

Other issues raised by parents

- Should there be a more competitive ethos in the school, competitive sport with other schools and a competitive sports day within the school?
- Are all high attainers adequately stretched? Is this consistent through the school?
- Is the homework set sufficiently differentiated?
- Is bullying dealt with effectively by all teachers?