

INSPECTION REPORT

**HONLEY CHURCH OF ENGLAND VOLUNTARY
CONTROLLED JUNIOR SCHOOL**

Honley

LEA area: Kirklees

Unique reference number: 107712

Headteacher: Mr S Price

Lead inspector: Mr N Hardy

Dates of inspection: 13th – 16th October 2003

Inspection number: 256501

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	267
School address:	Jagger Lane Honley Holmfirth
Postcode:	HD9 6BT
Telephone number:	01484 222800
Fax number:	01484 222800
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Adams
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Honley Church of England Voluntary Controlled Junior School serves the village of Honley and the surrounding area. Most pupils live in the village. Almost all pupils attending the school are from a white British heritage. No Traveller or refugee pupils currently attend the school. None of the limited number of pupils from different ethnic groups is at an early stage of learning English as an additional language. A below average number of pupils are eligible for free school meals and a less than average number of pupils are on the school's special needs list. Of these pupils, most are identified as having educational problems, but some have social, emotional or behavioural problems. Most pupils transfer from the local infant school and attainment is usually above average at that time. Since the last inspection the school has been awarded a School Achievement Award in 2001 and the Healthy School Award in 2003. The movement of pupils is, in most years at 10 per cent, close to average national levels, but the current Year 6 has seen a 17 per cent movement of pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
29262	Nicolas Hardy	Lead inspector	Mathematics History Geography Religious education
9884	Maureen Roscoe	Lay inspector	
27591	Madeline Campbell	Team inspector	Science Art and design Design and technology Music Physical education
30745	Pat Thorpe	Team inspector	English Information and communication technology English as an additional language Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an acceptable standard of education. Standards in English, mathematics, science and art and design are above national expectations. This represents satisfactory achievement in English, mathematics and science and good achievement in art and design. In other subjects, standards are not as high, and pupils could and should achieve better in them. Teaching is satisfactory but weaknesses in what is provided for pupils in history, geography, religious education and music limit what they can do in these subjects. Leadership and management are sound and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve good standards in reading, mental calculation and art and design.
- Pupils do not achieve as well as they should in history, geography, music and religious education because of weaknesses in the curriculum and the way the subjects are taught. There are not enough opportunities for pupils to use and extend their skills in writing and using computers in these subjects.
- The provision for pupils with special educational needs is good and enables them to make good progress.
- The marking and assessment of pupils' work are inconsistent and do not help them enough to improve.
- Links with other schools and colleges are good.

The school has made satisfactory progress since the previous inspection. This has enabled the school to maintain the above average standards in mathematics and science, and in 2003, to improve those in English. The school has satisfactorily addressed the issues raised in the last inspection report, but the focus on maintaining standards in the core subjects of English, mathematics and science has resulted in less effective provision in other parts of the curriculum.

STANDARDS ACHIEVED

Pupils achieve **satisfactorily** in English, mathematics and science and satisfactorily overall. There is **underachievement** in history, geography music and religious education, partly because not enough time is spent on the teaching of these subjects.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	C	B
Mathematics	B	D	B	B
Science	B	C	C	B

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

Pupils in Year 6 achieved well in the national tests. Standards in English in the current Year 6 are above expected levels because of above average attainment in reading and in speaking and listening skills. The quality of pupils' story writing is also good, but their use of writing, such as the recording of the planning process in design and technology projects or their recording of historical events, requires improvement. Pupils have good mental mathematics skills and most are good at solving mathematical problems. In science, pupils have a good level of knowledge, but skills in scientific investigation are not yet as well developed. Standards in art and design are above those expected because the necessary skills are taught well. In history, geography, music and religious education standards are broadly in line with national expectations. However, they are not taught in sufficient depth and pupils lack knowledge and their skills are insufficiently developed. Pupils'

information and communication technology (ICT) skills are sound but they do not apply them sufficiently when working in other subjects.

Most pupils have a satisfactory attitude towards school. Pupils' spiritual, moral and social development is good overall, but cultural development is only satisfactory because there is insufficient focus on different cultures and faiths. The behaviour of most pupils is good and attendance is above average levels.

QUALITY OF EDUCATION

The quality of education is satisfactory. The overall quality of teaching is satisfactory but there are weaknesses in the curriculum that make it unsatisfactory. The teaching of English, mathematics and science is often good and helps the school to achieve above average standards in these subjects. Pupils often learn well in the core subjects and many, especially pupils with special educational needs, make good progress. Pupils do not so well in some subjects because too little time is given to these subjects and they are not always taught effectively. The assessment and marking of pupils' work do little to help them improve what they can do. Guidance and support for pupils are satisfactory, as are the links with parents. Links with other schools and colleges are good and help to smooth the transfer of pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership and management of the headteacher have positive features, notably ensuring good standards in English, mathematics and science, but insufficient attention has been paid to raising standards across the full curriculum and ensuring that there is consistency across the school, for example in the use of assessment.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most pupils like school, have to work hard and are trusted to work on their own. Some pupils are concerned about the behaviour of others but feel they are listened to and are comfortable approaching adults in the school with concerns. Parents are supportive of the school. They believe that their children behave well at school, that teaching is good and that the school encourages their children to become more mature. Areas they would like to see improved are the information they receive about their children's progress and the amount of notice that is taken of their suggestions and concerns. The inspection team judge information on pupils' progress to be of good quality; in other respects they agree with the views of parents.

IMPROVEMENTS NEEDED

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

- Improve the quality of provision in history, geography, music and religious education in order to raise pupils' achievement in these subjects. Enable pupils to use and develop their skills in writing and ICT across the curriculum.
- Improve assessment procedures so that pupils understand what they need to do to make their work better.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards found during the inspection were **above nationally expected levels** in English, mathematics and science. Pupils make satisfactory and sometimes good progress and achieve appropriately in these subjects. The 2003 cohort of pupils achieved well so that the school is amongst the top 25 per cent of schools nationally for the progress they make in English, mathematics and science. With the exception of art and design where standards are above average, the standards achieved in all other subjects are in line with expected levels. Pupils are underachieving in history, geography, religious education and music due to unsatisfactory provision.

Main strengths and weaknesses

- Standards in English are above average levels, especially in speaking and listening, reading and in story writing.
- Pupils have above average skills in mathematics in mental calculation and in using their mathematical knowledge to solve problems.
- Those pupils who are on the school's special educational needs list receive good support and this enables them to achieve well.
- The standards achieved by pupils in history, geography, religious education and music are not high enough.

Commentary

1. When judged against all schools nationally, results in 2003 were broadly in line with average levels, having risen from those seen in 2002 when they were below average. Results in mathematics improved well in 2003, improving from below average in 2002 to above average in 2003. Results in science remained at average levels in 2003, and at similar levels to those seen in 2002. In 2003 pupils achieved well when compared with their results in the tests they took in Year 2.

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

Standards in:	School results	National results
English	27.5 (26.6)	26.8 (27.0)
Mathematics	27.6 (26.6)	26.8 (26.7)
Science	29.3 (26.2)	28.6 (28.3)

There were 80 pupils in the year group. Figures in brackets are for the previous year.

2. The inspection finds current attainment to be above expectations in English, mathematics and science. Pupils are articulate and speak confidently. They use the appropriate vocabulary and are encouraged to provide full and accurate sentences when answering teachers' questions. Reading skills are developed well. Because pupils are not provided with sufficient opportunities to write purposefully in other subjects, such as science, history and geography, progress and improvement in writing have not been as noticeable as in reading. This is limiting their ability to reach the higher than average level 5 in English. An above average number of pupils entered the school from the infant school having achieved the more difficult Level 3 in tests for pupils of that age, indicating that insufficient challenge is provided for more able pupils.
3. Current standards in mathematics are above average. This is largely due to pupils' good mental calculation skills and to their ability to apply these to solving mathematical problems.

Evidence from the inspection finds that standards in science are currently above average. Pupils' knowledge of scientific fact is at an appropriate level and the school is working hard to improve pupils' investigational skills where there are relative weaknesses. Pupils achieve satisfactorily in science.

- Standards in history, geography, religious education and music are broadly in line with national expectations but pupils' performance in English mathematics and science indicates that they could do better in these subjects. Whilst English, mathematics and science are taught for an appropriate amount of time, history, geography, music and religious education are not fully covered and pupils do not have sufficient opportunity to use their English or ICT skills to the best advantage in these subjects. Mundane tasks, such as colouring and copying, do not challenge pupils sufficiently in these subjects. ICT skills are being taught using the school's computer suite and pupils acquire satisfactory levels of skill. Good teaching in art and design ensures that pupils develop good skills and achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour, attendance and punctuality have been maintained at **good** levels since the previous inspection. Pupils' attitudes to school are **satisfactory**. The school promotes pupils' spiritual, moral and social development effectively. There have been no pupil exclusions in the recent past.

Main strengths and weaknesses

- The majority of pupils behave well in and around the school.
- Attendance is higher than average.
- Pupils have a spirited approach to school life and are taught to understand the difference between right and wrong.
- Most pupils enjoy their lessons and work hard on tasks set.
- The negative attitudes of a small number of boys, in some classes, has a detrimental effect on the learning of others.

Commentary

- Pupils behave well because they are aware of and understand the rules and classroom codes. They respond well to the many opportunities presented to them for decision-making and almost all are learning self-discipline. Staff create a calm and welcoming environment.
- Teaching staff apply rewards and sanction procedures consistently to support their expectations of good behaviour. Almost all deal positively with immature behaviour, using a successful variety of strategies designed to recognise achievement and promote self-discipline. The great majority of pupils understand and accept the consequences of their actions on others. There have been no exclusions of pupils for inappropriate behaviour in the past year.
- Girls and boys play safely and well in mixed age groups. Older pupils look out for younger ones using the school's buddy system effectively. Pupils from minority ethnic backgrounds are fully included in play activities and confirm that any harassment reported to adults is dealt with swiftly. When consulted prior to the inspection a large majority of pupils agreed that other children behave well in school.
- Pupils' attitudes to school are satisfactory overall. Almost all enjoy their lessons. This is reflected in their high levels of attendance. Almost all interact well with teachers and other pupils, using good social and listening skills. Pupils reliably help out in school and support their peers. A Year 6 pupil helpfully sorted out a 'verbal bullying' problem experienced by a boy in Year 3. This is typical because of adult encouragement to be compassionate and to work co-operatively to find solutions to problems.

9. Most pupils find lessons interesting and fun. The majority reported that they enjoy discovering new things and try hard to present work neatly. A minority of boys easily become restless in some lessons and do not persevere with things they find difficult.
10. Personal development is good because pupils are self-assured and easily form good relationships. Staff treat pupils kindly and successfully promote a strong sense of community, promoted well in classrooms with a 'teacher's right to teach, a pupil's right to learn' approach. This results in pupils being able to apply appropriate personal and social principles.
11. Weekly opportunities are provided for pupils to reflect on important matters brought to them by their school council representatives. This good emphasis is developing pupils' perspectives and self-knowledge, particularly with regard to their spiritual, moral and social development. Daily assemblies fulfil requirements and make a strong contribution to pupils' development.
12. Satisfactory arrangements support pupils' cultural development. For example, pupils in Year 6 spoke about their knowledge of Islamic customs but were less clear about the cultural influence of art or music in their lives.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory, reflecting teaching that is sound and sometimes good in the core subjects. However, weaknesses in the curriculum have gone unchecked, depressing the achievement of pupils. The overall quality of teaching seen during the inspection was satisfactory with almost half of all lessons judged to be good. Many of these good lessons are in English and mathematics. Pupils learn well in these lessons and this enables the school to maintain its above average results in English, mathematics and science. However, in history, geography, music and religious education, pupils' learning lacks the necessary depth because many of the tasks set provide too little challenge for average and more able pupils and teaching time is insufficient to meet the needs of the curriculum.

Teaching and learning

The quality of teaching is **satisfactory** overall across the school. There are, however, inconsistencies in quality from one class to another, and in the application of agreed policies on, for example, presentation and the marking and assessment of pupils' work, which reduce the effectiveness of pupils' learning. Where the necessary skills are consistently taught, as in art and design, standards rise to above the expected level.

Main strengths and weaknesses

- There is good teaching of basic skills in English and mathematics.
- An examination of pupils' previous work reveals that some teaching lacks sufficient challenge for the average and more able pupils.
- In lessons, especially those in English and mathematics, teachers demonstrate good questioning skills that ensure that pupils fully understand what they have learned and can explain their thinking.

- There are inconsistencies in teachers' expectations of the quality of presentation, in the setting of homework and, most importantly, in assessing pupils' work to help them to improve.
- In history, geography and religious education there is too great a dependence on worksheets, too much copying of work from the board and not enough opportunity to record what pupils have learned in their own words.
- Most teachers have good behaviour management skills that result in a majority of pupils settling quickly to their work and working hard.
- Pupils with special educational needs receive a good quality of education

Commentary

13. The National Literacy and Numeracy Strategies have both been implemented appropriately by the school and are providing a suitable framework to aid teachers in their planning of what pupils should learn. This is enabling the school to maintain its above average results in mathematics and to improve standards in English. The teaching in other areas of the curriculum during the inspection was mostly satisfactory and on occasions the teaching of science was good. However, an examination of pupils' work showed that on many occasions, the depth of knowledge seen in pupils' work and their understanding of the subject were not as high as they should be.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2(6%)	13(42%)	15(48%)	1(3%)	0	0

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

14. In the good lessons, learning is well planned, pupils have a clear understanding of what they have to do, and teachers' expectations of the quality of work and behaviour are high. Pupils understand this well. This results in pupils who concentrate well, who are eager to answer teachers' questions fully and who settle quickly to their work. Particularly effective are the lessons in Year 6 where pupils are divided by ability for English and mathematics so that pupils can receive greater levels of challenge and support. In almost all lessons, teachers demonstrate good questioning skills. Pupils' answers, even when not correct, are respected and are used to help pupils learn. Full explanations are the expectation, ensuring that pupils fully understand what they have learned. When given the opportunity, pupils collaborate well in lessons, for example, in ICT, where pupils helped to develop skills in seeking information from the Internet. The provision for pupils with special educational needs is good because the work provided is well matched to their needs and this enables them to make good progress, often attaining Level 4, the national expectation for their age. The quality of teaching in small groups for these pupils is good.
15. In other lessons and in different subjects, while the teaching is of satisfactory quality, there are several areas for improvement. The challenge provided for pupils, especially those of average and above average ability, does not help to extend their understanding sufficiently. In some classes, examples of pupils' writing in history, geography and religious education are very limited and there is a very heavy reliance on worksheets. In too many cases the work is copied rather than being in the pupils' own words. Pupils of average and above average ability are well capable of this and the work provided does not sufficiently challenge these pupils, resulting in underachievement in these subjects. This, in part, results from insufficient opportunities for subject co-ordinators to rigorously and regularly check the quality and depth of pupils' understanding and to monitor exactly what is being taught across all classes.
16. The assessment of pupils' work and the monitoring of their progress are satisfactory in English and mathematics. This allows the school to check on areas of strength and weakness in these subjects and to modify what pupils are to learn. In some classes, pupils have targets for

improving the standard of their work in English and mathematics. Although these are appropriate in some cases, in many the targets relate to how well the pupils present their work rather than how its content can be improved. There is little checking on pupils' progress in other subjects, although several subject co-ordinators are piloting new ways of tracking progress in their subjects. The quality of marking is inconsistent across classes and many pupils are not clear as to how they should improve their work.

The curriculum

The school provides an unsatisfactory curriculum that does not cater for the needs of all its pupils. A major reason for this is that the number of hours spent on lessons is shorter than the recommended figure. This results in a narrowing of the curriculum and history, geography, religious education and music not being taught to the necessary depth. The school environment is well maintained and attractive displays bear evidence of a wide range of educational visits, and visitors who help to increase pupils' experiences. The accommodation is good and resources are of good quality.

Main strengths and weaknesses

- A shortfall in the recommended teaching hours results in some subjects receiving insufficient time to cover programmes of study in sufficient depth.
- The curriculum is enriched through the provision of a good range of educational visits and by visitors who stimulate pupils' interest and enthusiasm.
- There is good provision for the development of personal, social and health education.
- Accommodation and resources are of a good quality.

Commentary

17. The timetable does not meet the number of hours recommended for teaching and this results in some subjects being taught in insufficient breadth and depth. For example, the teaching of music is limited, in some classes, to one short period a week in which there is, at present, a focus on singing. Although this is being taught well, there is little opportunity for other aspects of the music curriculum, such as musical appreciation and composition, to be fully developed.
18. Personal, social and health education is good and drugs awareness is addressed. The use of collective worship supports this work well as do the weekly opportunities for pupils to gather together to discuss sensitive issues important to them.
19. Visits and visitors to the school add much to the richness of curriculum provision. Visitors include local clergy, theatre groups and the health promotion unit. Pupils also use the wider locality for study in order to enrich learning. Pupils carry out history and geography work in Honley, they compare geographical locations whilst visiting Robin Hood's Bay, they study Earth and Space at Jodrell Bank and they visit Eden Camp to enhance their work on World War II. Often, however, there is too little opportunity to extend these topics when they return to school and the examination of pupils' work and discussions with them reveal a limited depth of knowledge. Most parents are satisfied with the level of sporting activities that occur after school.
20. The curriculum provided for pupils with special educational needs is good. Pupils take part in the full range of curricular opportunities available and have good support for their development of basic literacy and numeracy skills. Individual education plans have been improved recently and pupils now have manageable targets to work towards.
21. School accommodation is good. The building is spacious, attractive and well maintained, and the extensive grounds are used well for teaching. Overall, the school is well equipped to deliver the curriculum.

Care, guidance and support

Overall the provision of care, guidance and support is satisfactory. Teachers assess progress conscientiously and many provide sound guidance on how pupils can improve. Not enough is done, however, to involve pupils in assessing the quality of their own work. Children are safe and secure but some of the school's health and safety and child protection procedures need to be clarified.

Main strengths and weaknesses

- An effective system to welcome new pupils to the school paves the way for productive home-school links.
- Staff have successfully created an environment where all pupils are respected and supported well.
- Teachers have a good understanding of the pupils in their care but do not involve them enough in assessing their work.
- There are shortcomings in risk assessment and child protection arrangements.
- Pupils are consulted about issues and know they are listened to.

Commentary

22. Parents are pleased with the quality of care extended by all staff to their children from their earliest days in school. Parents are confident that their children like school and are treated fairly. Pupils agree and say they like the friendly atmosphere where they are able to seek advice and help from teachers and support staff. Classroom assistants encourage and guide pupils well, in and out of lessons. Some have a dual role as midday assistants, that extends their contact with pupils well.
23. Most teachers manage behaviour well during lessons. A small number of pupils have problems controlling their behaviour in and out of class. Contributory factors are the lack of training for midday assistants and the wide-ranging play activities of pupils when using the full extent of the school field which makes effective supervision during lunchtime problematical.
24. Teachers monitor pupils' progress in English, mathematics and science systematically. This enables teachers to identify pupils' subject strengths and weaknesses. Pupils with special educational needs benefit from this, and, together with skilful teaching by the special educational needs co-ordinator, it enables them to make good progress. The school is aware of the need to improve this process further so that pupils are closely involved and more aware of how they can improve on their own efforts in their work.
25. The school site is checked frequently, well managed and in good repair. The policies for health and safety and child protection are adequate. Designated school staff are aware of most aspects of their role, but staff training on child protection needs updating.
26. Pupils' views are sought during the relevant lessons about issues raised by the democratically elected school council. These include discussions on ideas for redecoration of classrooms and creating quiet social areas in the playground. Pupils say they feel a sense of pride in the improved facilities and speak confidently about their influence on school life.

Partnership with parents, other schools and the community

The view of a majority of parents is that their partnership with the school is **satisfactory**. The findings of the inspection team support this view. There are appropriate links with the community through the school's work with the church. The school enjoys positive relationships with local schools, especially their feeder infant school and the local secondary school.

Main strengths and weaknesses

- The school does not consult parents sufficiently to find out their views.
- The school prospectus is an informative and useful document.
- Pupils' reports are of good quality and provide a clear picture of what pupils have achieved and what they need to do next to maintain their progress.
- There are good educational links with neighbouring schools, which help to raise educational standards and pupils' self-esteem.
- The systems in place to support pupils when they transfer to local schools are good.

Commentary

27. Parents are provided with appropriate information, both when their children begin school and about their progress. Information is also given about what is being taught but the inspection team agrees that this would be more useful if it were provided at more regular intervals. Regular newsletters to parents are informative and letters regularly invite parents to school, not only to attend concerts and other events, but also to consult teachers. The annual pupil reports are thorough and describe accurately what each child can do, and how they need to improve. There are opportunities for parents to comment on the content of the report and this provides a useful additional point of contact between parents and teachers. A very useful addition to the school's reporting procedures are the reports for pupils who have special educational needs. These provide very useful information for parents on the progress being made by these pupils. Reports also describe pupils' personal development well. Parents have good access to teachers through the regular open evenings or by appointment. A strongly supportive parent teacher association helps raise additional funds for the school. However, the school does not have any system in place to formally consult parents about changes that may affect their child's education, nor does it regularly ask for parental opinions about how well the school is performing or what parents would like to see improved.
28. Most parents hear their child read at home and give appropriate support with homework. Some parents give much valued support in school through hearing reading and accompanying school educational visits. Homework is set regularly and most parents appreciate this and support the school in this. However, pupils are not always certain whether the work is marked.
29. The school has well-established links with local schools, which give good support in several areas of school life. Visitors from local churches and organisations contribute towards assemblies, and visitors, such as musicians, provide additional tuition for pupils, enriching the curriculum. Pupils contribute to the community by raising money for charities, through the distribution of harvest gifts and through providing examples of their work for display in special events in the village.
30. Most pupils transfer to a single local secondary school and links are good. Information for parents is well presented and pupils have the opportunity to visit and experience the school before they start. Students from different ethnic backgrounds who attend the secondary school and from a local college visit the school for work experience and add to the pupils' wider cultural understanding. Links with the main feeder infant school are good and aid the smooth transfer of pupils. The special needs co-ordinator has good links with both the infant and secondary schools.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **satisfactory**. There are several strengths such as the consistent focus on maintaining results in the core subjects. Management is effective in ensuring the smooth running of the school, and financial aspects are well managed. However, the leadership has paid insufficient attention to raising standards in all subjects and ensuring consistent approaches in important aspects such as assessment. Spending decisions are not always based on the principles of best value.

Main strengths and weaknesses

- The senior members of the teaching staff have a clear vision of what needs to be done to improve provision and standards in many curriculum subjects but this has not been the case in some of the subjects that are not in the core curriculum.
- The headteacher has created a strong team amongst the permanent members of the teaching staff.
- Monitoring of the quality of teaching and how well the full curriculum is planned and taught has not been rigorous enough.

Commentary

31. The governing body is very supportive of the school and fulfils its responsibilities satisfactorily. An appropriate committee structure is in place and specific governors have an overview of the strengths and weaknesses in English, mathematics and special educational needs.
32. The headteacher and senior teaching staff ensure that there is an appropriate atmosphere for learning within the school and that the school's environment and learning resources aid learning. The school's plan for future improvements is a well-considered document and curriculum leaders have contributed appropriately through their action plans that identify what needs to develop in their areas of the curriculum. Both the headteacher and teaching staff are aware of many of the areas for improvement, for example, in the greater use of ICT to boost pupils' learning. However, progress in implementing some of these improvements has been limited, sometimes by the prolonged absence of teaching staff. Teaching staff have been successfully encouraged to work hard, plan their lessons appropriately and develop positive relationships with pupils. These good role models encourage good work habits, with most pupils settling to their work within a positive atmosphere.
33. The school monitors and evaluates the quality of teaching and learning but this process has not been successful in identifying the lack of depth and quality in pupils' work, especially in history, geography, religious education and music, or the inconsistencies in marking and setting targets to help children improve. The teacher in charge of assessment is working hard to ensure that information on pupils' progress is available to all staff, especially in English and mathematics. This information is now being computerised to make it easier for teachers to use in order to raise standards. Records of the skills pupils have acquired and the progress they have made are at an early stage of development in most other subjects. Arrangements for the continuing training of staff are in place, especially for the improvement of teachers' subject knowledge, and these appropriately stem from the school's performance management systems.

Financial information

The school's financial management is efficient. The administrative staff operate effective systems that enable the school to manage its budget well. Improvements are prioritised within the spending plan which results in good levels of learning resources. Appropriate funding is targeted for additional support staff to work with pupils on the school's special educational needs register and also the more able pupils in Year 6. This is proving effective in raising pupils' attainment. The school does not yet make full use of the principles of best value to inform its spending decisions.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	541,214
Total expenditure	550,710
Expenditure per pupil	2086

Balances (£)	
Balance from previous year	23,276
Balance carried forward to the next	13,780

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

The provision of English is **satisfactory**.

Main strengths and weaknesses

- Pupils have good speaking and listening skills.
- Almost all pupils leave the school as confident and expressive readers.
- Pupils produce good quality stories.
- There are too few opportunities for pupils to use their writing skills in different ways and for a variety of purposes.
- Pupils' experience of drama is not sufficiently developed.
- The quality of much of the teaching of English is good.

Commentary

34. By Year 6, pupils have made satisfactory progress and achieve above average standards for their age. Pupils with special educational needs make good progress and achieve well.
35. The quality of pupils' speaking and listening skills is good. Pupils have many opportunities to develop these skills both formally and informally. Teachers speak plainly, use correct vocabulary and explain new concepts in ways that ensure pupils understand what they have to do and what teachers expect them to learn. Most pupils listen and concentrate well. They talk about things that concern them during their regular 'circle time' activity and elected members of the school council have opportunities to discuss issues with a wider audience. They speak confidently, are thoughtful in the development of their ideas and express them clearly. However, pupils do not have sufficient opportunities to develop their speaking and listening skills further through drama.
36. Standards in reading are above average and pupils achieve satisfactorily. The importance of reading well has a high priority in the school. Older children volunteer to become reading 'buddies' to younger pupils and this is very effective in raising standards. Pupils read fluently and accurately with considerable expression. Higher attaining pupils discuss what it is they like about the work of a range of authors and demonstrate a wide experience of reading. Pupils benefit from talks by visitors to the school, such as a well-known author and poet.
37. By Year 6, pupils have made satisfactory progress in their writing and achieve average standards overall. One strength of the writing is the way pupils create characters and scenes that result in interesting and exciting stories. Pupils often use adventurous vocabulary at the beginning of their story to gain the attention of the reader. For example, one pupil in Year 6 began with, "Yes, I was the one! I was the one who ruined David's life for ever." Pupils know that writing is used in a variety of situations but until recently they did not have sufficient opportunities to adapt their own writing for particular purposes, for example, sequencing their observations to provide a logical progression of ideas. The standard of handwriting is variable and pupils use a mixture of printing and joined script.
38. The quality of teaching is good. Teachers have a good understanding of the literacy hour and lessons are planned to ensure that pupils acquire basic skills. The most effective teaching builds on previous learning and moves at a brisk pace. In the best lessons, teachers plan suitable work for pupils of all abilities so they are sufficiently challenged to improve what they learn. Teachers mark pupils' work regularly and some offer encouraging comments, designed to improve the quality of the work. Some marking gives pupils specific skills to develop in order to improve their work but this is inconsistently provided across the school.

39. The leadership and management of the subject are satisfactory. The co-ordinator has a thorough understanding of the subject and is provided with time to check on the quality of pupils' work and observe some teaching. She has identified, as high priorities, a greater variety in pupils' opportunities to write and the development of their drama skills.

Language and literacy across the curriculum

Pupils do not get sufficient opportunities to practise their skills in writing in different styles or organising their writing for relevant purposes in other subjects. They do apply their well-developed reading skills and teachers successfully encourage speaking and listening skills by introducing the specialist vocabularies of other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' mental mathematical skills and knowledge are good and help them to carry out calculations quickly and accurately.
- Pupils use and apply their knowledge and understanding well to solve mathematical problems.
- The initiative to improve the mathematical skills of more able pupils in Year 6 is proving successful.
- Work is well planned and enables pupils to build on what they have learned previously.
- In some classes insufficient attention is paid to the agreed format for presentation and pupils do not correct their work.

Commentary

40. The attainment of many pupils when they arrive from the infants is at above average levels. By Year 6, standards have been maintained at above average levels and pupils have made satisfactory progress. In previous years, not enough pupils attained above average results. This has been recognised by the school and pupils in Year 6 are now taught in smaller groups, divided by ability. This is proving effective because pupils of all abilities receive additional attention and support and teachers can identify more readily the areas where pupils require extra help. Overall the quality of the teaching of mathematics is satisfactory although during the inspection many good lessons were seen. In these lessons, teachers plan well to build on what pupils already know and can do. Particular attention is paid to the planning of the mental and oral session, where the pace of teachers' questioning is often brisk and pupils are expected to complete calculations quickly. Questioning is good. Pupils are required to give full and complete answers and most of them are able to explain the methods they have used to solve problems. When tasks are given, they provide a good level of challenge for pupils, testing their understanding well. In a small number of lessons the pace of teaching is too slow and not enough is demanded of the pupils. This results in learning that is less good than it should be.
41. The leadership of the subject is satisfactory. The subject co-ordinator completes a careful analysis of the results of both national and school tests and this helps to identify any areas of weakness in the school's curriculum. Once these are identified, she has taken effective action and this has helped to maintain standards at above average levels. Standards of teaching are regularly checked, through observations of lessons and the examination of planning. However, as a result of the limited monitoring, some teachers, especially the short-term temporary teachers, do not fully implement the school's agreed policies on presentation and marking. This is because the leadership of the school gives insufficient priority to supporting and checking the work of temporary staff.

42. In a small number of classes the expectation of the quality of what pupils produce is not high enough. Although work is marked regularly there are only a limited number of occasions where teachers comment in writing on the quality of work and tell pupils how this, and future work, can be improved. There are also too few occasions where corrections of work are completed and on occasions the presentation of pupils' work is not of a sufficiently high standard.

Mathematics across the curriculum

Mathematics is used satisfactorily across other subjects in the curriculum. In history, pupils create timelines that give pupils a sense of the passage of time. In geography, data is collected and made into graphs of differing types. Scale is also studied in map making, for example, as part of the study of Robin Hoods Bay. ICT is being increasingly used, for example when pupils in Year 6 use spreadsheets to complete a table of costs.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Improvement is needed in the development of scientific enquiry throughout the school.
- The subject co-ordinator has insufficient time to check on standards of work and the quality of teaching and learning throughout the school.
- ICT is not used sufficiently in science across the school.
- The overuse of worksheets limits opportunities for pupils to record what they have learned in science.

Commentary

43. By Year 6, standards currently achieved by pupils are above those nationally expected and the progress pupils have made is satisfactory. Science is usually well planned and organised. Higher attaining pupils are given the opportunity to plan, investigate and record their work appropriately. Pupils with special educational needs often make good progress in acquiring scientific skills because they are well supported in the majority of lessons. Year 3 pupils are currently studying healthy bodies. They know, for example, that too much sugar causes tooth decay and they carefully scrutinise food packaging to discover the amount of sugar in some processed foodstuffs. This leads pupils to develop satisfactory investigative skills and raises their interest in science because they can see for themselves the practical advantages of investigation.
44. By Year 6, pupils know that light travels in straight lines. They understand that white light can be split into a spectrum of colour, and in one class the teacher took time to check carefully on what pupils had learned. Older pupils understand the investigative process, are able to predict what will happen with a fair degree of accuracy, and understand and carry out a fair test, with some pupils able to draw conclusions from their results. Pupils use an appropriate scientific vocabulary and utilise a variety of recording strategies although, in some classes, the overuse of printed worksheets does inhibit opportunities for the development of scientific writing and recording.
45. ICT is used in some aspects of science such as using the computer microscope. Much of this work takes place in classes containing older pupils and has not been fully developed in all classes. Pupils do not yet have the opportunity to discover scientific information from the Internet nor are scientific computer programs used widely in classrooms to enhance pupils' learning in science.
46. Although the school follows national guidance in science to ensure progression in subject knowledge and scientific skill development, there are plans to modify this in order to make the

scheme of work more appropriate to the needs of the pupils. The co-ordinator is hard-working and has a secure knowledge of what is happening in science throughout the school, and overall subject leadership is satisfactory. Limits on the amount of time available to check on the quality of teaching, learning and standards have resulted in the subject not being developed further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils have good keyboard skills by the end of Year 6.
- The school has a well-equipped computer suite.
- ICT is not used sufficiently in other subjects.

Commentary

47. Standards have improved since the last inspection and by Year 6 pupils reach the standards expected for their age. Pupils achieve satisfactorily as they move through the school and become confident in handling a computer. They can word process adeptly and access the Internet to locate suitable information for their work. For example, Year 5 pupils obtained considerable detail on the wives of Henry VIII through various websites.
48. Teachers explain basic procedures well. The good balance between the direct teaching of skills and opportunities for pupils to practise enables pupils to acquire skills in, for instance, creating databases and entering information onto spreadsheets. Pupils sometimes use their developing ICT skills to enhance their work in other subjects, for example in composing their own stories directly onto the computer, and they benefit from working at their own pace. For instance, pupils in Year 3 design a poster to promote healthy eating as part of their health education. In this way, pupils become increasingly aware of how ICT can be used alongside traditional methods of communication.
49. The quality of teaching is satisfactory. Teachers share their expertise and often take classes other than their own to teach specific skills, using the school's well-equipped ICT suite. Pupils are eager to learn and some build well on skills developed at home, and willingly work with friends who are less confident than themselves. In addition to the ICT suite, pupils now have computers in the classrooms and this ready access is beginning to help them to increase their skills.
50. The leadership and management of the subject are satisfactory. The co-ordinator has worked hard to give ICT a higher priority in school and he has supported teachers as they acquire ICT skills themselves.

Information and communication technology across the curriculum

Teachers make some use of ICT in the teaching of other subjects. When this happens pupils acquire and build on their skills at a faster pace. However, the more regular use of computers, to improve pupils' learning, remains an area for development throughout the school.

HUMANITIES

History and Geography

Provision in history and geography is **unsatisfactory**.

Main strengths and weaknesses

- The school often uses educational visits well to increase pupils' interest and enthusiasm in these subjects.
- Evidence from previous work shows that pupils have too little opportunity to record their ideas and thoughts in either subject.
- There is too much dependence on worksheets in many lessons.
- Copying of work from the board forms far too large a proportion of pupils' work in some classes.
- Too much time is spent on uninspiring tasks, such as colouring, to interest and challenge more able pupils.

Commentary

51. Although the quality of teaching of history seen during the inspection was good because the lessons were well planned, the quality of questioning was good and pupils were able to enhance their knowledge of the Tudor period through investigation using their ICT skills, overall standards of the teaching of history were unsatisfactory. A scrutiny of pupils' work reveals that there were insufficient challenging tasks for all pupils and not enough time spent on teaching the subject in sufficient depth. Although broadly in line with national expectations, pupils' knowledge and skills are not as well developed as they could be.
52. Much of pupils' work is based on worksheets. Pupils' levels of interest are illustrated by the lack of care taken in the content and presentation of their work in several classes. Where the topics studied are more interesting and pupils are able to record their work in a variety of ways, then the standard rises. This was seen to advantage in a Year 4 class where a grandparent who had been a child during World War II spoke to the class about his wartime experiences and answered the pupils' well-planned questions. This was a very worthwhile session. Pupils in this age group went on to write at length on their ideas of life in the 1930s and produced work that was detailed and showed a good level of understanding. Not all work is suitable for the needs of all pupils and where responses from pupils only require colouring or cutting and pasting activities it does not provide the necessary challenge for average and above average attaining pupils.
53. No geography lessons were seen. Pupils complete a study of Honley in Year 3 and this appropriately extends their fieldwork skills and understanding. Although this activity does increase pupils' geographical knowledge, time is not spent effectively because of the number of colouring activities and the copying of work from the board. Also in Year 3, pupils study a developing country, Indonesia. This enables pupils to compare their own lives with those of Indonesian villagers, and this is effective, but again there are very limited opportunities for pupils to record their findings and extend their enquiry and reporting skills. The number of pieces of work seen over a full year are insufficient to increase pupils' geographical knowledge.
54. In other year groups there are opportunities for pupils to make geographically focused field trips, for example to Robin Hoods Bay. This visit is used well to increase pupils' use and knowledge of geography and to highlight the possibilities for extending the school's curriculum. As part of this visit pupils used their mathematical skills to study scale in map work and made effective comparisons between Honley and Robin Hoods Bay. What this piece of work illustrates is the quality of work pupils are able to produce when they are interested and stimulated. This is an all too rare occurrence. More commonly, the work completed in the previous Year 6, in which pupils copied word-for-word what had been provided on the board, regardless of ability, illustrates more closely pupils' geographical knowledge and involvement. Overall attainment is broadly in line with national expectations but shares the weaknesses evident in history.
55. The co-ordinators in both subjects are keen to see the subjects improve, but have had insufficient time to work alongside colleagues and to ensure that subject knowledge, planning

and quality of teaching are of sufficiently high quality. In both history and geography there is insufficient time for pupils to experience the full curriculum in the depth required. This is clearly attributable to the shortfall in the time for teaching across the school and results in pupils underachieving in these subjects.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Although the subject is taught to pupils on a regular basis, pupils' knowledge is limited.
- Pupils' knowledge of Christianity is sound, but they are less secure in their knowledge and understating of other faiths.
- Pupils have limited opportunities to apply their skills because too large a proportion of the work is copied and there is too great a dependence on worksheets.
- Much of the work provided is not set at a suitable level for more able pupils because on almost all occasions all pupils are expected to complete the same tasks.

Commentary

56. Too much of the work produced by pupils across the school contains too little challenge, especially for the average and more able pupils. This is because much of the work is dependent on pupils completing worksheets, many of which contain low level tasks such as colouring and cutting out which do not stretch most pupils. This sort of task does not inspire, interest or challenge pupils enough and restricts their learning. Pupils demonstrate limited knowledge and understanding of major world faiths. This is unsatisfactory and results in pupils underachieving in this subject. When pupils are provided with challenging tasks, for example the Year 6 work on the Prophet Muhammad and his life, they achieve well. However, these occasions are too infrequent.
57. Only a small amount of teaching in this subject was seen. This was of a satisfactory quality and focused on stories from a Christian tradition. However, in these lessons, all the work set was at one level of difficulty and did not, as a result, satisfactorily meet the needs of all pupils, especially the more able. An examination of pupils' previous work indicates that, they could achieve more.
58. The subject co-ordinator is managing the subject satisfactorily. The school's policy and the scheme of work have been re-written and cover different faiths and cultures. These provide good guidance on what pupils will be taught and what they will learn. These developments have been completed in the very recent past and have not had time to impact on the quality of teaching and planning. The co-ordinator has completed a scrutiny of pupils' work and this has raised her awareness of an over-dependence on worksheets and a lack of opportunities for pupils to record their ideas and beliefs in their own words.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **design and technology** and there is not enough evidence to make judgements in this subject.

Art and design

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

Main strengths and weaknesses

- Pupils work in a wide range of media and there is good use of the environment and the work of other artists to provide pupils with ideas.
- Teaching is good. Skills are well taught and teachers make good use of links to other subjects.

Commentary

59. The standards of pupils' art and design work are above those expected by Year 6. This reflects the careful teaching of skills and techniques. In Year 3 pupils have consolidated their previous basic skill learning effectively. They have investigated how to apply paint, crayon, and pastel using a variety of papers. Good use was made of African art as a stimulus for their work. The work produced has been of good quality because pupils were well supported by both the teacher and teaching assistant who discussed pupils' work with them, and they were given good guidance on how their work could be improved. Pupils with limited artistic skills were especially well supported. Year 5 pupils focused on the work of Andy Goldsworthy and produced good work in a similar style using natural materials. A study of Gaudi has led to good quality decorative pieces in Year 6. Pupils show a secure knowledge of the artists they have considered and of how they viewed the world around them.

Music

Provision in music is **unsatisfactory**.

Main strengths and weaknesses

- Restricted teaching time does not allow a wide enough range of good quality musical experiences for most pupils.
- Teaching by the co-ordinator is sound but other teachers lack confidence.
- The teaching of singing is good but other aspects, such as composition, are not as well developed.

Commentary

60. The unbalanced curriculum means that music is not given enough time to be fully developed throughout the school. The co-ordinator's skills are used well, especially in the teaching of singing, but this means other teachers do not develop confidence in teaching the subject. National guidance for the teaching of music is followed but lack of time means elements of this are not fully addressed, including composition.

61. Year 4 pupils interpreted moods created by music when listening to a wide variety of pieces, such as *Albatross* by Fleetwood Mac and Rossini's *William Tell Overture*. The teaching failed to involve all pupils equally because the dominance of a small number of boys went unchallenged. A Year 4 singing lesson was made less effective by the poor concentration of some pupils that detracted from the satisfactory teaching taking place. Such a large number of pupils being taught together made it hard for all pupils to benefit from the specialist teaching.

62. Pupils have access to paid private music lessons and music resources are of good quality. Visiting musicians enhance the music curriculum and extend pupils' understanding of different musical traditions including the Samba, and Javanese and Gamelan music.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Insufficient regard is paid to health and safety issues when pupils use equipment.
- Pupils enjoy all aspects of the subject but firmer behaviour management strategies need to be applied.
- Some staff teach basic skills well.
- Co-operation and social skills are not regularly reinforced.

Commentary

63. Year 6 pupils work at physical education activities at the expected level. They have been taught basic skills since Year 3 but they still need to develop the skills necessary for competitive games. Older pupils need to observe safety rules in games to avoid unnecessary injuries, as was seen during a boys hockey lesson. The wearing of appropriate clothing by staff and pupils to ensure safe and healthy provision is not fully enforced. This is unsatisfactory.
64. Younger pupils are keen and eager to play ball games and work hard at developing throwing and catching activities which form the basis for team games when they are older. The class teacher continually assesses pupil skill development and ensures that all pupils have a chance to increase their skills in throwing and catching.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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