

INSPECTION REPORT

LINDLEY JUNIOR SCHOOL

Lindley, Huddersfield

LEA area: Kirklees

Unique reference number: 107632

Headteacher: Miss P A Thompson

Lead inspector: Mr S Bywater

Dates of inspection: 9th – 12th February 2004

Inspection number: 256744

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
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	484
School address:	George Street Lindley Huddersfield
Postcode:	HD3 3LY
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs N Turner
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

This large and popular junior school is situated close to the centre of Lindley, a residential area on the outskirts of Huddersfield. There are 484 pupils on roll at present and the school is continually oversubscribed. This figure is significantly greater than it was at the time of the last inspection and the school now has 16 classes. Around 80 per cent of pupils join Year 3 from Lindley Church of England (Voluntary Aided) Infant School and these pupils are generally well above average; however, overall attainment on entry to the school is above average. Pupils attending the school live in a variety of private and rented accommodation. The proportion of pupils entitled to free school meals (currently around 8 per cent) is below the national average. There are rising numbers of pupils from minority ethnic groups although no pupils are described as being at an early stage of English language acquisition. The number of pupils whose first language is believed not to be English is above average. The percentage of pupils with special educational needs is relatively low but the percentage of pupils with a statement of special educational need is in line with the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Information and communication technology; music; personal, health, social education and citizenship
9981	Saleem Hussain	Lay inspector	
29688	Mike Brammer	Team inspector	Mathematics; history; geography; religious education; English as an additional language
20010	John Sangster	Team inspector	Science; French; physical education
30745	Pat Thorpe	Team inspector	English; art and design; design and technology; special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lindley Junior is a very good and inclusive school. Good teaching ensures that all pupils achieve well and standards are well above average by the time pupils are 11 years old. A full and vibrant curriculum motivates pupils well. Pupils have very good attitudes to school and behave very well. This very caring school has extremely good relationships with parents and the community. Leadership and management are very effective. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Good teaching leads to pupils achieving well. When compared with all schools nationally, they attain well above average standards in English, mathematics and science.
- A rich and vibrant curriculum promotes pupils' academic, personal, spiritual, moral, social and cultural development very well.
- Pupils have very good attitudes to school and behave very well. Relationships are very good.
- The quality of provision for music is excellent. The performance of the choirs is outstanding.
- Links with parents and the community are very good and parents are justifiably happy with the education, care and support that their children receive.
- The headteacher provides very good leadership and management and she is supported very effectively by a talented deputy headteacher, a dedicated team of teachers and a very effective governing body.

The school has developed well since the last inspection. The overall high standards have been maintained and the provision in some subjects, especially music and information and communication technology (ICT) is very much improved.

STANDARDS ACHIEVED

Year 6 results

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

Key: A – very high; 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.

Throughout the school pupils achieve well. By the end of Year 6, standards are well above the national average.

In the 2003 national tests for 11 year olds, pupils' performance in English, mathematics and science was well above the national average. In comparison with similar schools, standards were above average in English and average in mathematics and science. Pupils enter Year 3 with a wide range of abilities but most start with attainment that is above average overall. Pupils make good progress between Years 3 and 6 and, as a result, standards in English, mathematics and science are currently well above national expectations in Year 6. Standards in ICT are above expectations at the end of Year 6. There are examples of some outstanding work in music and very good standards in art and design. Pupils with special educational needs and those who speak English as an additional language achieve well.

Spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attitudes are **very good** and they are keen to work and take part not only in lessons but also in other aspects of school life. Pupils have good opportunities to develop personally and take on responsibilities. Their behaviour and relationships are also **very good**. Attendance is well above the national average.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **good** and the school has a **rich and well-balanced curriculum**. The overall quality of assessment is **good**.

A high proportion of teaching is very good. The high quality teaching enables pupils with a wide range of needs to learn effectively. The teaching of basic skills in literacy and numeracy and the very good management of pupils' behaviour are very positive features. Teachers, however, do not provide enough opportunities for pupils to use the investigational and experimental skills. Support staff make a positive contribution to pupils' learning especially in helping pupils with special educational needs. The school also meets effectively the needs of the higher attaining pupils. The quality of pupils' learning is very good. They are keen to learn, and clear about what is expected of them. They work very well, both co-operatively and collaboratively. Very good assessment enables teachers to track pupils' attainment and set challenging work in English and mathematics as they move through the school; assessment in other subjects does not always involve pupils enough.

Curriculum, care, guidance and support and partnerships with parents and the community

The school provides a **very good range of opportunities to develop learning both academically and socially** through well-organised activities. Provision in music is excellent. There is a **very high level of care**. There are very good links with parents, local schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. Leadership is very good. The exceptionally committed headteacher is a driving force within the school. Her clear vision, sense of purpose and high aspirations ensure that the school develops and improves. She is supported very well by the deputy headteacher and a talented staff. **Management of the school is very good.** Teams and procedures are well established. **The work of the governing body is very good.** Governors are fully aware of the school's strengths and areas that need to develop further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value their school and express positive comments. They are particularly pleased with the range of learning opportunities offered. Pupils think very highly of the school and speak with pride about their achievements and their experiences.

IMPROVEMENTS NEEDED

The improvements needed are minor when considered alongside the many strengths in the school. The school has already identified the following developments with which the inspection team agree.

- Develop more the assessment in subjects other than English and mathematics and continue to involve pupils more in self-assessment and knowledge of their targets;
- Develop more habits of pupils' enquiry skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards of work seen in English, mathematics and science are **well above** national expectations by the age of 11. The high standards found during the last inspection have been maintained. **All pupils achieve well** over time and during lessons, and those with special educational needs and those for whom English is an additional language make **good progress** towards their individual learning targets. There is no significant difference in the progress of different groups of pupils.

Main strengths and weaknesses

- Pupils achieve well in all aspects of English. Standards in writing are very good and pupils write for a variety of purposes. Pupils develop very good speaking and listening skills. The quality of handwriting and presentation is high. In mathematics and science, pupils attain standards that are well above average in the national tests.
- The pupils, including those with special educational needs and those with English as an additional language, achieve well.
- Standards overall in music are high and performance in singing by the choirs is outstanding
- The standards achieved by pupils are above average in ICT and history and they achieve well.
- The pupils attain standards that are above those expected in the local agreed religious education syllabus.
- Standards in art and design are high and pupils have well-developed observational skills.
- Using and applying mathematics are not as well developed as the other aspects of the subject. Pupils do not have enough opportunities to devise and carry out investigations in science.

Commentary

1. Inspection evidence shows that standards in speaking and listening, reading, writing, mathematics and science are well above national expectations in Year 6 and this represents good progress. The school admits pupils from across the full ability range but for many attainment is above average. By Year 6, all pupils achieve well.
2. Teachers have high expectations and expect pupils to listen and concentrate at every stage of the lesson; they encourage pupils to discuss their work and take each other's views into account. Standards in reading are well above average. Pupils show a clear understanding of what they have read. They are confident readers; for example, Year 6 pupils show very good intonation and expression. Pupils' higher order reading and research skills are enhanced because the current system of borrowing books develops their library skills well. Pupils write extremely well and with flair and imagination in response to different texts and for a range of purposes. Unlike the usual trend in most primary schools, boys often outperform girls in writing. This is partly because the school chooses suitable texts to help encourage the boys to write through its language through literacy approach.
3. Pupils attain very good standards in mathematics. Pupils of all abilities achieve well. Staff are highly committed to accelerating the progress of pupils through the 'setting' of pupils into groups depending on their ability. This is working well. Although pupils are developing a very good knowledge of number and numeracy skills, there are too few opportunities to consistently apply them across the curriculum.
4. In science, pupils in Year 6 have a very good knowledge and understanding of living things, materials and physical processes. However, although they regularly carry out investigations

and understand the need for a fair test, they are not given enough opportunities to decide for themselves how to carry out and record the findings of their investigation.

5. Standards are above national expectations in ICT in Year 6. The use of ICT across other subjects of the curriculum is satisfactory but could usefully be extended. Nevertheless, there has been very good progress in many aspects of the subject since the previous report.
6. Pupils achieve well in religious education and their standards exceed those expected in the Kirklees Agreed Syllabus.
7. Standards in music and art and design are well above expectations and the quality of singing demonstrated by the very talented choirs is outstanding. Standards in history also exceed national expectations.
8. Pupils with special educational needs make good progress set against their individual learning targets and achieve well. They make particularly good progress in literacy. This is because work is closely matched to their abilities and they are often taught in small groups where they receive more individual attention. Pupils who speak English as an additional language achieve at least as well as other pupils.

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

Standards in:	School results	National results
English	29.5 (29.9)	26.8 (27.0)
Mathematics	28.8 (29.8)	26.8 (26.7)
Science	30.4 (31.3)	28.6 (28.3)

There were 108 pupils in the year group. Figures in brackets are for the previous year.

9. In the 2003 national tests for 11 year olds, pupils' results when compared with the national average were well above average in English, mathematics and science. When compared with schools with similar numbers eligible for free school meals, standards were well above average in English and above average in mathematics and science. Progress for pupils moving from Year 2 in 1999 to Year 6 in 2003 was above average in English and average in mathematics and science. These figures should be treated with a little caution because a significant number of these pupils had not spent their junior school life at this school, indeed many joined in Year 5 or 6. The school's tracking showed that most pupils made good progress over time. All groups, including higher attainers, pupils with special educational needs and those pupils from minority ethnic groups, including those who speak English as an additional language, make similarly good progress.

Pupils' attitudes, values and other personal qualities

Pupils attitudes to school and behaviour are **very good** overall. The provision for the spiritual, moral, social and cultural development of pupils is **very good**.

Main strengths and weaknesses

- Pupils have very positive attitudes to school and work hard.
- Pupils' confidence and self-esteem are high.
- There are very good relationships between pupils and adults.

Commentary

10. Almost all pupils behave very well because teachers and other staff insist on good behaviour and because they have a clear understanding of what is socially and morally acceptable and what is not. Reward and sanction procedures are clear and staff take time to explain why a particular action is not allowed. Consequently, nearly all pupils' self-discipline is developed well because they understand the consequences of their own decisions and behaviour. A few pupils seem unaware of the impact of their actions on others and there is evidence of occasional bullying taking place. This is usually dealt with promptly by a member of staff. There were no exclusions in the last reporting year.
11. The personal development of pupils is strengthened by their relationships with their teachers and other adults and is very good. Pupils are sensible and respectful and carry out duties around the school willingly. They become confident in their ability to make decisions, act on their own initiative and organise themselves effectively. As a consequence pupils' self-esteem is high. Staff treat pupils kindly, sharing humour easily, encouraging them to follow the adults' very good examples. Teachers and support staff make careful provision for pupils with special educational needs, which ensures they are fully included in the life of the school. As a result, these pupils show the same positive attitudes to school as their fellow pupils. The school promotes a very strong sense of community and this is evident in the very good relationships and racial harmony in the school.
12. Pupils enjoy their lessons. This is reflected in the very good attendance and the good punctuality. Their attitudes to learning are very good and they work hard. Pupils are keen to take up opportunities to participate in club activities at lunchtime, or before or after school. They co-operate very well with each other in lessons and easily become engrossed in their work.
13. Pupils develop very well spiritually by taking advantage of those moments of quiet reflection provided for them in assemblies and other times in the busy school day. Pupils are given time to reflect on events or their own thoughts and feelings. For example, the discussion held by pupils in Year 6 after reading a story about bullying helped them to put themselves in the place of others. They learn to challenge unfairness and show compassion. Pupils are expected to persevere when things become difficult and the school recognises effort and achievement, both in work and socially, in many ways. Some further, very good opportunities are provided for pupils' spiritual development through poetry, art and music. The provision for pupils' moral development is closely linked with the school's very good care and support for each pupil. Pupils understand right from wrong and are sensitive to one another. They enjoy being involved in making school and classroom rules and these rules, reasons and responsibilities are discussed in the school council.
14. The school develops very effectively pupils' social awareness in a variety of ways. Pupils are expected to co-operate and to support each other in lessons. After-school clubs, residential visits, visitors and other events provide a more relaxing social climate where friendships are formed and grow. Very good contact with the local community also contributes to the social development of pupils.
15. Provision for the cultural development of pupils is very good. Teachers plan opportunities for pupils to encounter traditions and values from other cultural backgrounds in subjects such as art and design, history and religious education. For example, in art pupils recreate Paisley patterns from India and paint their own pictures in the style of such artists as Salvador Dali and Wassily Kandinsky. Teachers promote interest in good quality literature and there is a generous supply of well-chosen books, that provide insights into different ways of life. Teachers make good use of these in lessons, drawing out issues such as racism and intolerance. Music and art and design have a very high profile in school and play a significant part in the cultural development of pupils. Pupils' achievement in music is a strength.

Attendance

The attendance rate is well above national average. There was no unauthorised absence. The school works very hard to maintain this high level of attendance.

Attendance in the latest complete reporting year was 96%

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	373
White – Irish	2
White – any other White background	3
Mixed – White and Black Caribbean	13
Mixed – White and Black African	2
Mixed – White and Asian	5
Mixed – any other mixed background	3
Asian or Asian British – Indian	11
Asian or Asian British – Pakistani	51
Black or Black British – Caribbean	2
Black or Black British – African	5
Black or Black British – any other Black background	2
Chinese	3
Any other ethnic group	9

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The school provides a **very good** curriculum for pupils. Assessment is **good**.

Teaching and learning

The overall quality of teaching is **good** and as a consequence of the very good qualities of the curriculum, the quality of learning is **very good**.

Main strengths and weaknesses

- The teachers have high expectations, both of what pupils can achieve and of how they should behave. Pupils rise to these challenges and achieve well.
- Teachers' subject knowledge is secure, and specialist teaching and setting pupils in groups according to their ability result in good learning.
- Teachers plan very well and use adult support effectively so that all pupils in class benefit.
- Pupils with special educational needs are taught well because of the use of very good individual education plans, effective support and work set at the correct level.
- Assessment is good and helps teachers to set suitable work for all pupils.

- Teachers' planning does not offer sufficient opportunities for independent and experimental work.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7.5%)	10 (25%)	19 (47.5%)	8 (20%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

16. Although teaching is good overall, the high proportion of very good and excellent teaching represents a good improvement since the last inspection.
17. Most teachers have a secure knowledge of the subjects they are teaching and some are specialist teachers who teach their lessons with humour and enthusiasm. The best teaching, for example that seen in Year 6, is characterised by the high quality of questioning and a brisk pace throughout the lesson. This motivates pupils to want to learn and learning becomes fun. Teachers plan challenging work that enables pupils to acquire the necessary skills, knowledge and understanding in the subject and in some subjects, for example writing, art and music, the standards produced are very good.
18. Teachers have high expectations of pupils' behaviour and expect them to concentrate and work hard. Pupils respond well to these expectations and teachers use praise well to reward their efforts and this has a positive effect on pupils' desire to learn. Teachers regularly review the previous work to assess prior knowledge and build on pupils' understanding. Pupils know what they are going to learn because all teachers explain the purpose of the lesson and regularly revisit this throughout the lesson. Teachers value pupils' efforts and achievements and display their work carefully. Teachers encourage pupils to develop social skills by working together and co-operating; this they do willingly. In all classes, teachers are aware that pupils learn in different ways and adapt their style and resources to suit pupils' needs.
19. The overall quality of teaching in English is very good and in mathematics it is good. Teachers plan and organise lessons well with appropriate work for pupils of differing attainment and this ensures that the needs of all pupils are met. Pupils' literacy skills are developed well at times in other subjects but teachers do not plan enough opportunities for pupils to use numeracy skills in other subjects. Teachers do not yet identify sufficient independent, investigational and experimental work in mathematics and science. The use of ICT has improved very significantly since the last inspection and there are good examples of computer work in many subjects. This good work could be further extended into subjects such as science and mathematics.
20. Teachers ensure that all pupils, including those who speak English as an additional language, are fully included in the lessons by giving extra challenge for higher attainers and extra help for lower attainers through the support of a classroom assistant. Classroom assistants contribute significantly to pupils' learning. They listen carefully to them and consistently reinforce what is being learned.
21. Teachers plan carefully to ensure that pupils with special educational needs have challenging but appropriate targets in their work and the level of help they need to achieve them. The main thrust in support for these pupils is in literacy and numeracy. Teachers involve classroom assistants effectively so that pupils make good progress in line with their classmates. The class teacher or the co-ordinator for the provision for pupils with special educational needs assesses work regularly. Outside agencies, if involved, are also consulted. New targets are set if appropriate and teachers adjust their planning accordingly.

22. Teachers use the results of the assessment of all pupils very effectively to match work to their varying needs. The feedback to pupils, spoken and written, enables pupils to improve their performance. Effective assessment is used to:
- establish priorities for development;
 - place pupils in groups by ability for mathematics so that work can match their needs more precisely;
 - discover what pupils know and understand;
 - obtain information to enable them to set very challenging but accurate targets for individual pupils and groups of pupils to help them with their learning;
 - plan work for pupils of different abilities;
 - assess work against learning targets and National Curriculum levels.
23. Teachers use marking consistently well to indicate what pupils must do in order to improve. Pupils have started to become involved in assessing their own work in English. They have a good knowledge of their own targets and use this information to help them improve. The school recognises that this is an area for further development.

The curriculum

The school provides a very good curriculum that is broad and balanced and meets statutory requirements, including provision for religious education. There are excellent opportunities for enriching the pupils' experiences outside the basic curriculum. Resources and accommodation are good.

Main strengths and weaknesses

- The provision for pupils with special educational needs is very good.
- The school makes very good provision for the pupils' personal, social and health education.
- The school makes very good provision for all pupils to have equality of access and opportunity.
- There is excellent participation in the arts.
- There are excellent opportunities for pupils' participation in sport and other activities out of school time.
- There is a good match of teachers and support staff to the curriculum.
- Resources are good.

Commentary

24. The school's very good curriculum is broad and balanced. This is an improvement on the last inspection. A particular feature is the teaching of French and the introduction of Latin for pupils in Year 6. The curriculum and the very good opportunities for enrichment prepare pupils very well for the next stage of their education.
25. The school ensures that all pupils have equal access to the curriculum and to extra-curricular activities. Provision for pupils with special educational needs is very good. There is a helpful policy that is evident in practice throughout the school. Pupils join in lessons at their own level often with help from the trained and well-organised team of support staff. The quality of individual education plans is good, and relevant and achievable targets are identified for each pupil.
26. The excellent levels of participation in the arts include the very large number of pupils who belong to the school choirs or learn to play a musical instrument. The school organises an annual Arts Week which has a different focus each year. Artists in residence and theatre groups visit the school regularly.
27. The school gives pupils the opportunity to work with coaches from professional and amateur cricket, football, rugby league and rugby union clubs. Fitness workshops and skipping activities

complement the programme for the pupils' personal, social and health education. An architectural workshop is a regular feature of provision.

28. Teaching and non-teaching staff are well qualified and well trained. They make a good contribution to the pupil's learning.
29. Resources are good. A particular strength is the computer suite, which is well equipped to support the pupils' learning. This is an improvement on the last inspection.
30. The school ensures continuity of its very good provision for personal, social and health education by including it on the timetable for each class. Parents are consulted about the programme for sex and drugs education and this provision is good. Parents and pupils come together to meet the School's Partnership in Children's Education on Drugs.

Care, guidance and support

This is a very caring school with very good provision for giving support, advice and guidance to all pupils based on monitoring how well they learn. Consequently, pupils are happy, feel valued and are able to learn and achieve well. The school has made several good improvements since the last inspection.

Main strengths and weaknesses

- Induction arrangements are very good.
- There are excellent procedures to ensure pupils work in a healthy and safe environment, representing very good improvement since the last inspection.
- Pupils have very good, trusting relationships with adults in school.
- Pupils have very good, easy access to well-informed advice, support and guidance to help them.
- The school has very effective arrangements to seek, value and act on pupils' views.

Commentary

31. New pupils to the school are sensitively inducted and supported by peer mentors from their class to help them to settle in well. Most pupils in Year 3 originate from the adjacent infant school and there are many opportunities for them to experience the new learning routines.
32. The school's designated officer for child protection is well trained and there are excellent arrangements to inform staff about the school's child protection policy and procedures. Risk assessment procedures and the management of risks to safety are exemplary. Emergency procedures are very well developed and the school is commended for having so many fully trained staff to administer first aid. The school works very effectively with external agencies to promote, for example, health and safety, drugs education and sex education. The school has an effective policy to safeguard pupils using the Internet.
33. Many pupils with special educational needs have been identified at the infant schools and already have support of some kind in place. Regular assessments in English and mathematics help teachers to identify pupils with specific learning needs. Other needs are recognised by staff who know pupils well and are sensitive to any particular difficulties. The co-operation between the school and staff at both the infant schools and receiver high schools is very good and this ensures that pupils' individual needs are continuously met. The school consults external support services when appropriate and liaison is good. The consistent support given to pupils from parents, teachers, support staff and outside agencies plays a major role in the good progress made by pupils with special educational needs.

34. This school has a strong family ethos and good relationships at all levels. Staff work well together to support all pupils in their learning. Much information is held about pupils and this is used very well to set targets and give them very good advice, support and guidance. Where necessary, the school liaises closely with support specialists to meet needs such as speech therapy and physiotherapy. This illustrates the school's very inclusive approach to learning.
35. There are many opportunities for pupils to make their views known to staff and become involved in the school. It is pleasing to see that the school has adopted so many of their suggestions, for example about the development of a 'friendship' area and play resources both indoors and outdoors. The school council provides opportunities for pupils to represent their class and express their views for discussion and possible action; this is a very good vehicle for pupils to develop as young citizens.

Partnership with parents, other schools and the community

This remains a strength of the school with several good improvements since the last inspection. There is a very strong partnership with parents, and there are very good community links including those with other schools and colleges. These factors make a significant contribution to learning and achievement.

Main strengths and weaknesses

- The school has very good procedures to ensure parental satisfaction and to deal with any concerns and complaints.
- There are very effective arrangements to involve parents through seeking, valuing and acting on their views.
- Parents are provided with very good written information.
- They make a very effective contribution to their children's learning at school and at home.
- The school has established many very good links in the wider community that enrich learning.

Commentary

36. The headteacher and staff are always happy to meet with parents to discuss any individual concerns or problems. The school formally consults parents from time to time. A comprehensive exercise took place recently regarding parent and teacher consultation arrangements, culminating in thoughtful and prudent changes.
37. The school provides very good information to parents about its policies, provisions and pupils' standards and progress. There are three formal opportunities for parents to discuss their children's progress with teachers each year. Pupils' annual reports are concise, giving a clear picture about how well they are doing, together with future learning targets. There is very good information to parents about forthcoming work in each class and how they can support their children's learning at home.
38. Parents give very good support to initiatives such as 'sponsored tables and maths week'. They attended the related evening workshop in high numbers. The parents and teachers association works very hard in organising many successful social and fund-raising events. The school is very proud and grateful for the significant contribution made by parents in helping to provide a computer suite.
39. Wider community links include those with several churches, businesses, drama groups, universities and colleges. Recent visitors include the annual visit from the Takalani Dance Theatre Group that gives pupils a very good multi-cultural experience. The school puts much back into the community. For example, pupils regularly raise money for charities and good causes and the school choir often performs at major community events.

40. Parents of pupils with special educational needs are consulted at every stage and kept informed about subsequent developments. If external support and advice is felt to be necessary, parents are invited to discuss their child's difficulties with the support service concerned and attend any review meetings arranged.
41. The school has an excellent link with Highfields School. This allows Year 3 to work alongside pupils from the special school with excellent mutual benefits. There are very good educational links with other schools including Salendine Nook High School. Several 'bridging' projects ease transition at the age of 11 and Year 6 pupils also benefit from certain lessons being led by teachers from the secondary school. There are very good mechanisms in place for the transfer of pupils to secondary schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governance of the school is **very good**. These high standards of leadership and management have been maintained since the last inspection.

Main strengths and weaknesses

- The headteacher provides strong and very effective leadership.
- She receives very good support from the deputy headteacher and other key staff.
- The governors have a very good understanding of the strengths and weaknesses of the school.
- The school's planning for its future development is excellent.
- The induction and professional development of staff are very good.
- The financial management of the school is very good.

Commentary

42. The exceptionally committed headteacher has a very clear view of what she wants to achieve for the school. The focus is on high standards in pupils' academic and personal development, as well as in other areas such as music. She leads the school strongly in achieving its stated aim 'for all pupils to achieve their full potential – we strive for excellence'. The deputy headteacher works very well with the headteacher, fulfilling her various roles very effectively, not least in providing a very good example of teaching. Together with the assistant head, she has a good overview of what is happening in the school. The self-evaluation is extremely accurate and helpful in identifying the next steps for improvement as well as the school's many successes.
43. The subject leaders play a very important role in leading their teams and developing their subject areas, particularly when these are a focus for development. They monitor and evaluate the quality of teaching and learning effectively, both in the classroom and also by reviewing pupils' books and teachers' planning. Much of this work is carried out in 'review teams', which helps to develop a sense of shared responsibility within the staff, with most teachers being members of several teams.
44. The provision for pupils with special educational needs is very well led and managed by the co-ordinator. She is involved with pupils before they enter school or from the initial concern identified by the class teacher. The co-ordinator teaches pupils individually and in small groups outside the classroom as well as supporting pupils within the whole class lessons. The co-ordinator arranges regular reviews of pupils' progress, uses the support services effectively and informs parents on issues concerning their children.
45. The governing body ensures that the school meets all the statutory requirements, including those about racial equality. It has a very clear understanding of the strengths of the school and

also of its areas for development. The governing body monitors the performance of the school effectively and is actively involved in formulating the school's improvement plan.

46. The school's strategic planning is excellent. Priorities, linked to the raising of achievement, are clearly identified, and resources directed very effectively to addressing them. Progress in implementing the plan is reviewed regularly and adjustments made when necessary.
47. Performance management in the school is very effective, with clear links to the school's priorities for development. There is very good provision for the professional development and training of staff, to help achieve these priorities, and for the induction of members of staff who are new to the school and those with changing roles, as well as those new to the profession.
48. The school's income for each pupil is well below the national average, but it makes very good use of the funds it has available, including those for special educational needs, with a priority on maintaining the good level of staffing it currently enjoys, despite the growing number of pupils on roll. Both the headteacher and governing body monitor spending closely. The school ensures it gets best value for its expenditure by looking carefully at the outcomes, for instance in the high standards achieved in national tests and in other areas of the school's life.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	936439
Total expenditure	951054
Expenditure per pupil	2181

Balances (£)	
Balance from previous year	31206
Balance carried forward to the next	16591

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- Pupils achieve well in all aspects of English.
- Standards in writing are particularly good and pupils write for a variety of purposes.
- Pupils develop very good speaking and listening skills.
- The quality of handwriting and presentation is high.

Commentary

49. Since the last inspection, standards in English have continued to be well above average because of the school's focus on maintaining good literacy skills as the key to achievement in all subjects. The school builds effectively on the language and literacy skills pupils bring with them and achievement in English is good and is very good in writing.
50. Teaching in the subject is very good for all pupils including those who have special educational needs and those learning English as an additional language. Pupils with special educational needs are well supported and benefit from individual or small group teaching. Teachers select individual writing targets for all pupils and these are often referred to during the course of a lesson. Teachers mark pupils' work regularly and usually include useful suggestions to enable pupils to move their learning forward.
51. Improving writing skills is a current focus for the school. Teachers aim to develop a love of literature through the use of high quality fiction. This has resulted in pupils producing some very good quality work, examples of which are displayed attractively around the school. Pupils experience a wide range of writing styles and by the time they reach Year 6 they have produced pieces of writing in many different forms. They use lively, imaginative vocabulary and develop and sustain ideas. Good attention is paid to developing grammatical skills and spelling. Particular importance is attached to pupils' presentation of their work and the quality of handwriting is high.
52. Pupils' speaking and listening skills are promoted very effectively and standards are well above average. Good levels of adult support, both in whole class and group work, provide opportunities for pupils' to express and extend their ideas. Teachers put strong emphasis on pupils using the correct vocabulary, speaking clearly and answering questions fully. Relationships are good and adults value pupils' comments and make sure others do too. Contributing to school council meetings and taking part in assemblies and drama productions increase still further pupils' confidence in their ability to communicate.
53. The library is well stocked and in constant use. This is evident in the high standards pupils reach in reading. During lessons teachers take opportunities to discuss text and to ask pupils questions about what they have read. Such activities enhance pupils' understanding and help them to acquire good comprehension skills. Pupils develop a taste for a range of books and give considered reasons for their choice.
54. The leadership and management of English are very good with all staff giving the subject a high profile in school. The subject leader monitors the provision the school is making for pupils' learning and along with other teachers makes plans based on this information. The systems

for checking pupils' progress are well developed and enable teachers to make informed decisions on the next steps pupils need to make.

Language and literacy across the curriculum

55. The use of language and literacy across the curriculum is satisfactory. Speaking and listening skills, along with reading, are developed well over the whole curriculum. However, although pupils do get the opportunity to use their writing skills in some subjects there are missed opportunities in other curriculum areas where worksheets are commonly used.

Modern foreign language (French)

56. Only two lessons of French were observed during the inspection. It is not therefore possible to make an overall judgement on provision. However, discussions were held with teachers and pupils, and inspectors also looked at pupils' written work.
57. The school teaches French to all pupils in Years 5 and 6. This makes a very good contribution to their personal development as they gain an insight into a culture different from their own and also develop their communication and inter-personal skills. In the lessons seen, pupils spoke at the level expected for their age, for example, in Year 6 reading a script they had prepared to describe the clothes their partner was wearing. In Year 5 pupils sampled a range of French breakfast foods and commented on their preferences. Pupils in Year 6 showed a good understanding of basic grammatical concepts, such as gender and the agreement of adjectives. The amount and quality of their writing are appropriate for their age. The school's recently revised policy acknowledges the need for pupils to have greater opportunity to hear native speakers, through tape recording or video, and the need to use French as the means of communication in lessons whenever practicable.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The pupils attain standards that are well above average in the national tests.
- The pupils, including those with special educational needs, achieve well.
- The leadership and management of the subject are very good.
- The quality of teaching and learning is good.
- The pupils have very good attitudes to the subject.
- Using and applying mathematical skills are not as well developed as the other aspects of the curriculum in mathematics.

Commentary

58. The very good standards that pupils attain mean that the school has maintained its position from the last inspection. The target for 2004 is for 92 per cent of pupils to reach the expected level or above. The school is currently well placed to achieve this.
59. Pupils of all abilities achieve well. There was a high degree of challenge in a lesson for the top ability set in Year 6 when they tackled equations in algebra with enthusiasm and a very good level of accuracy. The lower attaining set four, that includes pupils with special educational needs, worked at the expected level for their age when they were keen to learn about reflective symmetry and "flip the shape over like a pancake". Both lessons were examples of the pupils' very good attitudes to the subject.

60. The good quality of teaching and learning is seen in the pupils' books and in lessons. Teachers have secure subject knowledge. From Year 3, pupils are expected to understand and to use correct mathematical vocabulary and they do so. Pupils receive thorough teaching in number work and in aspects of mathematics related to shape and space and in data handling. In a few lessons good examples were seen of pupils applying their knowledge when they explained, their thinking but there are too few opportunities for pupils to use ICT to support their learning.
61. The subject is very well led and managed. The setting of pupils by ability has a positive impact on standards. The pupils' progress is tracked closely and demanding but realistic targets are set. The subject leader is active in monitoring teaching, the pupils' work and planning. This has a positive effect on standards.

Mathematics across the curriculum

62. There is evidence of the effective use of the pupils' mathematical skills in other subjects. It is seen when they record experiments in science, practise map skills in geography and note patterns in religious education. These enable pupils to apply their knowledge in practical situations. A recent 'Maths Week' raised the profile of the subject and helped pupils to see its relevance to other areas of the curriculum.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- The standards achieved by pupils are well above average.
- Teaching and learning are good.
- There is good leadership of the subject.
- Pupils do not have enough opportunities to devise and carry out their own investigations.

Commentary

63. Pupils in Year 6 have a very good knowledge and understanding of living things, materials and physical processes. They carry out investigations, for instance into the composition of dyes or the grip of a shoe. They understand the need for a fair test but they are not given as much opportunity as they could to decide for themselves how to carry out and record the findings of their investigation. Pupils make some use of graphs to record their findings, for instance in Year 5 when they investigated how the surface area affects the rate of evaporation. There is little opportunity, however, for pupils to use ICT, for example to measure changes in temperature.
64. Teaching and learning are good throughout the school. Teachers ensure that pupils learn the correct scientific vocabulary; this was demonstrated well when they dissected a flower in Year 5. Teachers plan lessons well, so that very good use is made of the time available. They also engage pupils' interest by planning activities carefully. This sometimes means that pupils in Year 6 are challenged with Year 7 work. In a very good lesson with Year 6 the teacher used a series of statements about living things, some true and some false, to stimulate pupils' thinking, as they discussed them first in pairs and then in groups of four.
65. The subject leader provides good leadership and manages the subject well. She understands clearly the need to develop pupils' investigative skills further and to develop a scheme of assessment linked to the plans teachers are using. Learning in the classroom is enriched well by a science club and an annual science week. Overall, improvement has been good since the last inspection. High standards have been maintained, and there has been an improvement in the quality of teaching, which is good.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- There has been very good improvement since the last inspection.
- Teaching and learning are good and pupils achieve well.
- There has been a significant improvement in the ICT resources.
- The use of ICT across the curriculum is limited in some subjects.

Commentary

66. Standards are above expectations at the end of Year 6. Overall, pupils achieve well, especially where ICT is taught as a separate subject. There are no significant differences in achievement between boys and girls or minority ethnic groups across different levels of attainment. The use of ICT across other subjects of the curriculum is satisfactory, although there are occasions when pupils could be given more opportunities to choose the ICT equipment to use for themselves. Statutory requirements are fully met and all that should be taught is taught. The issues that were raised at the previous inspection have now been fully addressed and standards have risen significantly. These factors lead to the judgement of very good improvement since the last inspection.
67. Pupils in Year 3 use the word processor confidently and change the look of a word by using different fonts, sizes, styles and colours. In Year 4 pupils improve their skills further by amending their word-processed work by using the tool 'find and replace' and they use the spell checker accurately. In Year 6 pupils are confident to carry out basic work using computers and can load, save, use websites, send e-mails and print their work. Pupils in Year 6, for example, use different search engines to find information to support their learning. They confidently develop presentations with text, graphics and sound to show to different audiences. There is sufficient evidence that pupils regularly use databases and spreadsheets to store, present, interpret, check and question data. In a number of year groups pupils competently give commands to draw shapes on a screen, or they use a program to control the lights in a 'pretend' lighthouse, for example.
68. Teaching and learning in ICT are good, especially where it is taught as a discrete subject. Teaching and teacher confidence have improved now that all teachers have had training and been supplied by the school with a laptop computer. They are competent with the basics of ICT and many teachers are very confident. When teaching is in the computer suite, good management of pupils is a strong feature of the teaching. This means that pupils do not waste time, and expensive equipment is looked after properly. Pupils behave very well in the computer room and treat equipment with care. Where pupils work together with computers, there are very good relationships and pupils are always ready to help each other with difficulties.
69. One of the criticisms of the previous inspection was that the school had 'barely adequate resources' to teach ICT. This has been corrected and the computer suite now provides very good accommodation. This is supplemented by an interactive whiteboard. The school is making good use of this resource to model what pupils are expected to do and to demonstrate examples of the power of computers. The school is also currently considering assessment procedures to track which skills pupils are learning. The subject leader and other members of the team have shown good leadership and management in addressing the issues raised in the previous report and in setting up procedures for further developing the subject.

Information and communication technology across the curriculum

70. There is satisfactory use of ICT to support pupils' developing skills and to enhance work in other subjects. Pupils research the Internet for information, and there are several examples of work in history, art and design and English that make good use of these skills. Nevertheless, when planning their lessons, teachers do not consistently identify opportunities to help them broaden the range of learning activities, for example in mathematics, and by more regularly using the computers in the classroom. Teachers have been awaiting the building of the computer suite to provide more opportunities to use a bank of computers. Planning shows there is now more time available for using computers to support other subjects.

HUMANITIES

Geography

No lessons were seen in geography during the inspection. The pupils' work and wall displays were sampled and discussion took place with a group of older pupils. There is not enough evidence to make a secure judgement about provision in the subject. Discussion with pupils shows that they have very good attitudes to the subject.

Analysis of the pupils' work shows that the school makes good use of a regular residential visit to Cliffe House Study Centre when pupils in Year 5 look at land use in the area and compare the amenities of the locality with those they see at home. The visit and other work in the school about Europe and India make a good contribution to the pupils' social and cultural development. The school teaches geographical skills thoroughly.

History

Provision in history is **good**.

Main strengths and weaknesses

- The pupils attain standards that are above national expectations and they achieve well.
- Teaching and learning are good.
- The pupils have very good attitudes to the subject.
- The curriculum is very good.
- In lessons seen teaching and learning were good overall. In the excellent lesson, good links were made to literacy and this could be done more consistently.

Commentary

71. The good standards that the pupils attain are seen in the quality of their written work. In lessons they ask pertinent questions and respond readily to the teachers' questioning. The very good attitudes contribute to their learning and help them to achieve well. The good standards that the pupils attain maintain the position at the last inspection.
72. In Year 6 the teacher led a very productive discussion on the Great Exhibition of 1851. She challenged pupils to reflect on this and to use their own preferred learning style in considering how to 'sell' Britain today. Good teaching encourages the pupils' learning and allows them to develop their writing skills. In Year 5 pupils wrote a job description for Henry VIII. This good practice could be developed further in those classes where too much use is made of worksheets. Although good use is made of ICT for research or to record work, it is not yet developed sufficiently to promote independent learning.
73. The curriculum is very good. The full programmes of study are taught and there is very good coverage of local history in Year 5. There is very good enrichment of the curriculum. This is

seen in the special Tudor and Viking days when visitors dressed in costume and help to bring the subject alive.

74. No judgement is made about the leadership and management of the subject because the co-ordinator has been in post for only a few weeks. The school is aware of the need to develop assessment procedures.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- The pupils attain standards that are above those expected in the local agreed syllabus.
- The pupils achieve well.
- Teaching and learning are good.
- The leadership and management of the subject are good.
- Some good links are made to literacy but this could be developed further.

Commentary

75. Discussion with pupils in Year 6 shows that, by the time they leave the school, standards are above those expected in the local agreed syllabus. This reflects the position at the last inspection. Pupils talk confidently about the journey through life, referring to rites of passage such as baptism and weddings in different religions. They know about the holy books of Christianity, Judaism and Islam. Pupils understand well the significance of periods of fasting and reflection such as Lent and Ramadan. They have learned about pilgrimage as it is understood in *Pilgrim's Progress* and in Moslems visiting Mecca. Their work demonstrates that they achieve well. Discussion with the Year 6 pupils shows very good attitudes to the subject. Some of the school's work is used as an exemplar of standards in a booklet produced by the local education authority.
76. Teaching and learning are good. In Year 4 the teacher focused the pupils' attention with a display of prayer mats. She invited the pupils to look at them closely and think of the questions they would like to have answered. They demonstrated what they had learned by the vocabulary they used when asking why all the mats have mosques on them. The teacher has very good subject knowledge and uses the pupils' questions skilfully to further their learning. Analysis of the pupils' work shows that sometimes they have the opportunity to write at length and to reflect on what they have learned. Overall this is something that could be developed further for classes in Year 3 which rely heavily on worksheets. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development as they empathise and show respect for people of faiths other than their own.
77. The leadership and management of the subject are good. The subject leader has completed detailed planning for Years 3, 4, 5 and is currently working on Year 6. She has taught in these year groups, bringing expertise and continuity and so enhancing the pupils' learning. The curriculum is enriched by visits to the local Anglican and Methodist churches and by speakers coming to the school. The local pyramid of schools is discussing ways of standardising assessment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art And Design

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

Main strengths and weaknesses

- Pupils have well-developed observational skills.
- Teaching is good.
- Standards in textile art are high.

Commentary

78. The good standards found at the last inspection have improved and standards are now well above average. Teaching is good in all aspects of art and pupils' achievement is good. The teaching of textile art is very good and pupils' achievement is high.
79. First hand observational drawing underpins much of the pupils' work. From this they experiment with printing in single and multiple colours, beginning with simple wax resist and single prints. They use a variety of media including pastels, ink, paint and collage, whilst some pupils display their work as computer presentations. Teachers attach a great deal of importance to displaying pupils' work attractively and providing a visually pleasing environment.
80. Pupils have good opportunities to develop a style of their own, influenced by the work of famous artists such as William Morris and Antoni Gaudi. Teachers plan for pupils to use their broad range of skills to support their work in other subjects. For example, pupils in Year 4 produced fine line drawings of winter activities in the past as part of their work in history. Literacy is well developed in art and design as pupils extend their vocabulary of colours, materials and techniques.
81. The work of artists across the world and from many different cultures has influenced the exceptional work pupils produce with textiles. They use a range of techniques such as stick weaving, embroidery and felting. Pupils are very enthusiastic about all their art work but in particular about textiles and are inspired by the expertise and passion of their teachers.
82. The leadership and management of art and design are good and ensure that the curriculum is covered and resources are used well. The school runs a very popular textile club after school and an art club one lunchtime.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- Standards overall in music are well above average and performance in singing by the choir is outstanding.
- Pupils achieve very well.
- The quality of teaching is very good.
- The contribution to spiritual, moral, social and cultural development is very good.
- The subject is led very well.

Commentary

86. Standards by the end of Year 6 are well above national expectations, overall. This means that the school has improved on the standard of pupils' work found at the time of the last inspection. There are many examples of very high standards and outstanding performance by some pupils.
87. The school has developed a very strong tradition of teaching singing successfully, and the specialist teacher has a rare talent to do so. All pupils benefit from this very effective expertise, particularly the large number of pupils who are part of the main choir and many more who take part in the school's training choir. These pupils regularly experience the pride and enjoyment of performing widely inside and outside the school for several different audiences. They have recorded a CD, performed on television and radio and entered, with great success, several local and national musical festivals and competitions. This provision has a significant impact upon their self-esteem and, consequently, their behaviour. All pupils are given the opportunity to be involved in music as an extra-curricular activity, and reach very high standards for pupils of their age. A quarter of all pupils learn to play violin, guitar, brass, woodwind, percussion or keyboard.
88. Teaching and learning for pupils are very good and as a result they achieve very well. The provision for music ensures that full attention is given to all the aspects of the national requirements for music. Pupils listen to and experience a very extensive range of music including the music of other times and cultures. The specialist teacher is responsible for all teaching and introduces pupils to a rich diet of songs, musical styles and musical ideas as part of lessons. For example, pupils build upon the visit of an African performer and sing African songs such as *Jamie Mama* and *Siyahamba*. They listened with interest to the music of Ladysmith Black Mombazo in assembly and a Year 6 class performed as a Samba band to the enjoyment of the rest of the school. Pupils also have many opportunities to respond to music by appraising their own performance and the performance of others. Pupils have ample opportunities to learn to compose their own music, and occasionally this has been when they have taken the initiative to do so at home. Teachers value this and during the inspection a group of young musicians performed a composition with skill and style during an assembly. Music plays a very full contribution in extending pupils' spiritual, moral, social and cultural development.
89. By the end of Year 6, most pupils join in with singing a wide range of songs tunefully, and respond by clapping accurately in time to the beat. They can sing in at least two parts, and the higher attaining pupils can sing technically very challenging songs in up to four parts. Pupils' performance is very entertaining, accomplished and impressive. Both girls and boys are amongst the highest attaining pupils. Most pupils have a good knowledge and understanding of musical terms. In a Year 3 lesson, one pupil explained that part of J S Bach's *Rondeau* was "staccato" and explained "this means it is sharp and jagged in its sound". Pupils showed intense concentration as they distinguished the different sections in a piece of music and recognised many advanced musical terms. Almost all pupils respond with enthusiasm and enjoyment to lessons and to extra-curricular activities, and many are very keen to work with teachers and other pupils to improve the quality of their performances. They are, justifiably, proud of themselves and of their school's reputation for very high quality singing.
90. Leadership and management are very good. The pre-planned programme of work ensures that all pupils cover the full National Curriculum in a way that builds step by step upon what they already know, understand and can do. The complex arrangements for pupils entering competitions and festivals are managed very well and the teacher works tirelessly with some very good support from accompanists, other teachers and the headteacher to organise the many different groups of pupils being taught. The subject leader gives a very good lead to other teachers in school.

Design And Technology And Physical Education

Only one lesson was observed in each subject during the inspection. It is not possible to make a judgement on provision. Evidence from discussions with staff and pupils, together with the school's documentation, indicate that provision is **good**. It is clear from the work seen and discussions with Year 6 pupils that pupils are provided with a good range of interesting activities through which they learn a range of skills and techniques in design and technology. By Year 6, pupils have a solid understanding of the elements of the design and making progress and know that evaluating the finished product is a guide to future improvement. The school has a good range of resources, which enable the curriculum to be taught effectively and pupils are provided with appropriate tools and materials to use in their work. In the physical education lesson that was observed, pupils in Year 4 made good progress in developing team skills as they played parachute games, working together well to manoeuvre a ball towards their own team members. The teacher ensured that they warmed up properly before beginning physical activity. She also ensured that all pupils were involved fully in the activities, working well within a confined space. The school's records show that almost all pupils can swim the expected 25 metres by the time they leave the school. The school makes good use of coaching by adults other than teachers, including professional football and rugby players and cricketers. There are opportunities for pupils to take part in inter-school competitions in football, netball and swimming. All pupils take part in outdoor and adventurous activities on a residential trip in Year 5.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The development of pupils' self-esteem and the opportunities to talk about their feelings is a real strength.
- There are good opportunities for pupils to take responsibility through a school council and through the development of class and school rules.
- The broad and relevant curriculum supports pupils' personal development very well.

Commentary

91. Much of the school's work is aimed at developing a sense of mutual support and the raising of self-esteem and self-confidence. The school provides good opportunities, for example in lessons and achievement assemblies, to illustrate pupils' delight in each others' achievements. All pupils have been involved in creating their school and class rules, so they all fully understand right from wrong. Most pupils behave very well in lessons and around school. They develop inter-personal, intellectual and social skills and often show kindness, thoughtfulness and tolerance to pupils who struggle either socially or in with work. There are formal occasions such as the school council meetings where pupils demonstrate high levels of communication skills, mature judgement and social responsibility, and a prefect system where pupils rapidly develop and employ a wide range of sophisticated skills
92. Pupils show care and concern for others and know that their actions have consequences. Within school pupils know they have a safe place to talk about their feelings and the things that are important to them. They show respect for, and interest in, the religious beliefs of others.
93. The broad curriculum, for example in drama, dance, music, science and physical education, covers issues such as health and diet, personal hygiene, teamwork and bullying, in a sensitive and mature way. The whole school was recently involved in a skipping venture to raise funds and awareness of the need to care for the heart. The school clearly recognises the need for safety and fitness and two 'walking bus' routes have been established, jointly with Lindley CE

Infant School. A positive element of this curricular area is the school's planned approach to sex and drugs education.

94. Broader issues covered enable pupils to consider matters of recycling and pollution. The school has supported a number of charities including CART (Christian African Relief Trust), LEPRA, Age Concern and the British Heart Foundation.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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