

# INSPECTION REPORT

## **KIRKBURTON MIDDLE SCHOOL**

Kirkburton

LEA area: Kirklees

Unique reference number: 107773

Headteacher: Mr A C Parker

Lead inspector: Dr A R Beaver

Dates of inspection: 15 – 17 September 2003

Inspection number: 258684

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive middle
School category:	Community
Age range of pupils:	10 to 13 years
Gender of pupils:	Mixed
Number on roll:	502
School address:	Turnshaw Avenue Kirkburton Huddersfield West Yorkshire
Postcode:	HD8 0TJ
Telephone number:	01484 222737
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Lee
Date of previous inspection:	14 – 17 September 1998

## **CHARACTERISTICS OF THE SCHOOL**

Kirkburton Middle School serves the educational needs of the community of Kirkburton, a large village to the south of Huddersfield, and a large area surrounding it. Pupils come from schools in Emley, Farnley Tyas, Highburton, Kirkburton, Shelley, Shepley and Thurstonland. The school provides education for 502 girls and boys aged 10 to 13, in Years 6, 7 and 8. There are ten per cent more boys than girls in the school. The school is popular and 42 more pupils attend it than five years ago. An average number of pupils join or leave the school other than at the usual ages of 10 or 13. Most pupils have advantaged backgrounds and the percentage of pupils who claim a free school meal is below average. Very few pupils have ethnic minority backgrounds; none use English as an additional language. A below average percentage of pupils is identified by the school as having special educational needs. Their needs are mainly for learning - literacy and numeracy -difficulties or for social, emotional or behavioural difficulties; a few have physical difficulties. An average percentage of pupils have statements of special need. Pupils' attainment, overall, on entry to the school is a little above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20224	Dr A R Beaver	Lead inspector	History
9504	Mrs S Gurney	Lay inspector	
32115	Mr J S Foster	Team inspector	French
31693	Mr P T Hanafin	Team inspector	Art Music
11969	Mr J Hardy	Team inspector	Design and technology Information and communication technology
27416	Mr T Howard	Team inspector	Mathematics
15971	Mr M Pye	Team inspector	Citizenship Physical education
15678	Mrs J Radford	Team inspector	Religious education
3731	Mr W G Robson	Team inspector	English
6432	Dr V M Sewter	Team inspector	Science
11300	Mr B R Smith	Team inspector	Geography English as an additional language Special educational needs

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Kirkburton Middle School is **an effective school** that provides a good quality of education for its pupils. Pupils of differing abilities and ethnic backgrounds achieve good standards in all years, particularly in Years 7 and 8. The teaching is good and ensures that pupils learn well. The headteacher, key staff and governors lead the school well and give it clear direction. It is well managed and cares very well for its pupils. It provides good value for money.

#### The school's main strengths and weaknesses are:

- Pupils achieve well, overall, and very well in science; their rate of progress increases as they move through the school, but the standards reached in mathematics in the Year 6 National Curriculum tests could be higher.
- The leadership of the headteacher, key staff and governors has taken the school forward well since the last inspection and gives clear direction to ensure further improvement in the quality of education provided.
- The teaching is good, overall, for all year groups and enables pupils to learn successfully and achieve well.
- Senior staff and subject leaders do not and, in some cases lack time to, monitor and evaluate teaching enough to ensure that it is always of consistently good quality, especially where many non-specialist teachers are deployed to teach the same subject.
- Pupils have positive attitudes to the school, attend regularly, are very punctual, behave well and enjoy very good relationships.
- Pupils are very well cared for. The school listens to their views and acts upon them when possible and appropriate.
- Although the assessment data available to analyse pupils' standards are used generally well, the system does not enable all teachers to access the information freely enough to ensure that their work is well directed to meet all pupils' needs.
- The curriculum for citizenship does not yet encompass explicit contributions from all other subjects.
- Despite substantial improvements to the accommodation, much remains of unsatisfactory quality, and staff and pupils deserve better.

**Since the last inspection in September 1998**, the school has improved considerably and overcome previous weaknesses. Standards in English have risen and pupils achieve well. Teaching is now good, including that for the most competent pupils. Individual education plans for pupils with special educational needs are used more effectively and the work of support staff is much more effectively co-ordinated with that of teachers. Support staff provide invaluable help to pupils. Information and communication technology (ICT) is much better provided for. The National Literacy Strategy has been very well developed since 1998. Overall, pupils make good progress, especially in Years 7 and 8, and achieve well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools*
	2000	2001	2002	2002
English	C	B	B	C
Mathematics	C	B	C	D
Science	B	B	B	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; these are the pupils currently in Year 8. 2002 is the last year for which validated national comparisons are available. In this middle school, the results in the table above indicate National Curriculum test standards attained when pupils have attended the school for less than one year. There are no equivalent tests at the end of Year 8 when pupils leave the school, but standards seen during*

*the inspection for Years 7 and 8 are reported below.*

**Overall, pupils achieve well.** By the end of Year 6, girls and boys of all levels of competence consistently achieve well in English and especially well in science. In both subjects, their standards are above average. Their standards and achievement were average in mathematics in the National Curriculum tests in 2002, but higher standards were reached in 2003 by the current Year 7. Standards and achievement in citizenship are satisfactory, but limited by a restricted curriculum. Overall, in Years 7 and 8, pupils' progress increases and they achieve very well at the point of transfer to high school at the end of Year 8.

Pupils' **moral and social development is very good.** Their **spiritual self-knowledge and understanding are good.** Their **cultural development is satisfactory,** overall. **Pupils' attitudes to school and to learning are good and they behave well.** They **attend regularly** and are **very punctual.**

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** The **teaching is good** in all years. Consequently, pupils learn well and progress increasingly well throughout the three years in which they attend the school. The school is very caring and considerate towards its pupils. It has positive links with the local community and with other schools, although curricular links with first schools, especially in mathematics, are not strong enough.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are good.** The headteacher and key staff work well as a team and rightly have confidence in each other. The governing body has become increasingly effective in ensuring the school's good improvement since the 1998 inspection. Planning for change and improvements to learning resources and accommodation are well managed. The school evaluates the quality of its work effectively and is not complacent, but the monitoring of teaching and the use of assessment data are not yet thorough enough.

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

Parents are pleased with the good progress their children make as a result of good teaching and the high expectations the school has of their children. They are confident to approach the school with problems and think their children like the school. A minority expects better standards of behaviour and wants more consultation with teachers. A large majority of parents and pupils thinks the school's leadership and management are good. Pupils like the school, think teaching is good and recognise that they are expected to work hard and do their best. Many say, when asked, that some bullying goes on but that the school acts effectively to stop it.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in mathematics in the Year 6 National Curriculum tests.
- Further monitor and evaluate teaching to ensure that it is consistently of good quality.
- Make assessment data more accessible and effective to raise achievement further.
- Involve all subjects in providing education in citizenship.
- Improve the accommodation further.

and, to meet statutory requirements:

- Provide the opportunity for an act of worship for all pupils each day, and enable pupils to use ICT in art.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Girls and boys of differing abilities and backgrounds achieve well in all years. They achieve very well in science in Years 7 and 8. Overall, they reach average standards in all subjects by the end of Year 6, and make good progress to achieve standards above those typical nationally when they leave the school at the end of Year 8. Standards in mathematics are below those in English and science in the Year 6 National Curriculum tests.

#### Main strengths and weaknesses

- Pupils achieve well throughout the school in most subjects.
- Pupils' standards rise from those typical nationally in Year 6 to above the national expectation in Years 7 and 8.
- In English, pupils' standards and achievement have improved substantially since the last inspection.
- Standards and achievement in science are very good.
- Standards in the Year 6 National Curriculum tests in mathematics could be higher.
- In citizenship, standards and achievement are satisfactory, but insufficient curricular co-ordination holds pupils back from reaching higher standards.

#### Commentary

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools*
	2000	2001	2002	2002
English	C	B	B	C
mathematics	C	B	C	D
science	B	B	B	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; these pupils are currently in Year 8. 2002 is the last year for which validated national comparisons are available. In this middle school, the results in the table above indicate National Curriculum test standards attained when pupils have attended the school for less than one year. There are no equivalent tests at the end of Year 8 when pupils leave the school, but standards seen during the inspection for Years 7 and 8 are reported below.*

1. The inspection was conducted very early in the school year, and the work of the previous year groups was evaluated, as well as pupils' current standards of work seen during the inspection.
2. When pupils join the school at the start of Year 6, their attainment is a little above what is typical nationally. In the Year 6 National Curriculum tests in 2002 and the previous two years, pupils reached standards above the average of all schools nationally. In 2003, results were ahead of those of 2002. In comparison with the performance of similar schools in 2002, the latest year for which national comparisons are available, pupils achieved well in science, satisfactorily in English, but below expectation in mathematics. Overall, these results indicate satisfactory achievement. Pupils transfer into the school at the start of Year 6, two terms before they take the National Curriculum tests. These test results are compared with those of schools that have had pupils throughout all the primary years and most middle schools that have had pupils from the start of Year 5. Consequently, these schools have had more opportunity than Kirkburton to teach pupils before the Year 6 tests. Teaching is good, and enables pupils to make the progress they should in Year 6. The school agrees challenging



targets with the local authority for the national tests, and either reaches these or comes close to doing so.

3. English has improved considerably in Year 6 and throughout the school since the inspection of 1998, when concern for standards in the subject was a key issue. Pupils' standards of achievement are now good throughout the school. The effective use of the National Literacy Strategy across the school has supported standards well in English and they are above average in Years 7 and 8. Boys do not reach the standards of girls in English, but the gap is closing and is currently not greater than the national difference in performance. Science has consistently maintained good standards, in comparison with those of similar schools in the National Curriculum tests. Both girls and boys reach well above average standards and achieve very well in this subject in Years 7 and 8. In mathematics, pupils reached standards below those of similar schools in the Year 6 National Curriculum tests in 2002 because the attainment of the girls was, unusually, below expectations. However, Year 6 pupils' current standards in this subject are average and their achievement is satisfactory. Pupils' progress increases in mathematics in Years 7 and 8 and they achieve well by the end of Year 8.
4. In general, pupils are competent and practised users of ICT in all subjects except in art where they lack the opportunity to use the equipment. Overall, their achievement in ICT is now satisfactory, and standards have improved greatly since the inspection of 1998. A restricted curriculum in citizenship prevents pupils from reaching standards above those typical nationally in Years 7 and 8. However, they achieve satisfactorily in the short time provided for this subject within the personal, social, health and citizenship (PSHCE) course. Pupils' progress and achievement in religious education since the last inspection have been very good.
5. In Years 7 and 8, pupils make good progress and achieve well. When they leave the school at the end of Year 8, approximately two terms before they take the Year 9 National Curriculum tests in high school, their standards are above those typical of pupils of this age. (Data presented by the school and supplied by its partner high school of pupils' performance in the Year 9 National Curriculum tests indicate a consistently strong performance in these tests.) Standards are above average in Years 7 and 8 and pupils' achievement by the end of Year 8 is good.
6. Pupils with special educational needs match the good progress of other pupils. In some lessons seen, they exceeded what could reasonably be expected of them – for example, in some design and technology lessons. Pupils do especially well in art, where their special needs are certainly no barrier to success. In all subjects, teachers ensure that work is well adapted for pupils so that they understand the concepts that are studied. This practice ensures that pupils consistently make good progress. Overall, achievement of pupils with special needs is good.
7. Since the last inspection, when standards were judged to be satisfactory, standards and achievement have risen and are now good.

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

Pupils' attitudes to school and to learning are **good** and they behave **well**. They attend **regularly** and are **very punctual**. Their moral and social development is **very good**; their spiritual self-knowledge and understanding are **good**; their cultural development is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' attendance is good and they are very punctual.
- They have positive attitudes to school, and are becoming good, independent learners.
- Pupils' behaviour is good in class and around the school.
- Relationships are very good throughout the school.

- Pupils appreciate and take up the opportunities to participate in the good range of clubs, and other extra-curricular opportunities available.
- Pupils' moral and social development is very good, and their spiritual awareness and development of self-knowledge are good.
- Some aspects of their cultural development are good; their awareness of diverse cultures is satisfactory.

## Commentary

### Attendance

#### *Attendance in the latest complete reporting year (%) – 2001-2*

Authorised absence		Unauthorised absence	
School data	7.7	School data	0.9
National data	7.8	National data	1.2

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

- Attendance is good. During the last year for which there are national comparisons, the school introduced new technology for reporting and recording attendance. Initial problems with the system were experienced which resulted in submission to the DfES of faulty figures, which showed attendance well below average. The correct figure shows that attendance was above the national average. For 2002-03, attendance was good - at 95 per cent. Almost all the unauthorised absence can be accounted for by parents taking more than the statutory ten days holiday during term-time. Punctuality is very good. The vast majority of lateness is caused by the unreliability of school transport. Attendance is scrupulously monitored and recorded. There is a rigorous system of first-day response to unexplained absences.
- Pupils like school and feel safe. New pupils settle in quickly and easily. Nearly all pupils look happy and confident and have good attitudes to their learning. In lessons they are attentive and work well together. They work hard and, where the teaching is good, are enthusiastic learners. Most pupils behave well and often very well.

### Exclusions

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	484	9	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	2	2	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

10. There is a small minority of pupils who occasionally behave badly and disrupt lessons. Last year it was necessary temporarily to exclude a small number of children. There were no permanent exclusions and the rate of exclusions has dropped dramatically since the time of the last inspection. Occasional bullying is dealt with well. The issue is tackled in assemblies and PSHCE lessons. Children value the help of pupil "Befrienders" and no child spoken to during the inspection felt that bullying was a serious problem. Pupils' relationships with the teachers and teaching assistants and with one another are very good.
11. Pupils on the register of special educational needs have positive attitudes in lessons. This was seen, for example, in a Year 6 geography lesson, during which a pupil with a statement of special needs was making enthusiastic and accurate contributions to the work on continents. Pupils are fully integrated in classes, form very good relationships and behave well.
12. Most pupils appreciate the good range of opportunities available in which to become involved and take part with enthusiasm. The school council is valued and children feel that their views, which are also gleaned through pupils' questionnaires, are listened to. School councillors face formal election and have to submit a manifesto. They see their role as an important responsibility, and voting for representatives is taken seriously. Pupils willingly take on responsibilities such as house captains, "Befrienders" and librarians and they help to run the school bank. They seek out information and are learning to work independently. Pupils are becoming mature and responsible young people.
13. Since the last inspection, standards of pupils' attitudes, behaviour and attendance have been well maintained.
14. Pupils' moral and social development is very good. Their spiritual development is good and their cultural development is satisfactory.
15. An understanding of right and wrong is well developed. Teachers have high expectations of pupils' behaviour, and rules of conduct are made clear in the school prospectus. Pupils respond very well to the good role models provided by teachers. They show respect for one another's views in discussions and take care of materials and equipment in classes. They are developing a very good ability to think through the consequences of their own and others' actions, as shown in their consideration of issues such as cloning in science and the loss of areas of rainforest in geography.
16. Pupils have many opportunities to take responsibility and they develop very well socially. Many are keen to join a "Befrienders" group, where children support and advise any of their peers with difficulties. Pupils work together very well in all subjects and show respect for visitors to the school. As one member of the school council stated, "Teachers treat you like adults the older you get, so you feel trusted to take responsibility and are prepared to do so."
17. Pupils develop well spiritually. In particular, teachers help them to develop self-respect and confidence because they value their work. In several lessons, pupils responded very well to teachers' requests for them to appreciate and praise the good points of one another's work. Pupils are developing their awareness of different values and beliefs in religious education, through the study of Judaism, Islam, Sikhism and Buddhism. They respond well to opportunities to reflect in most assemblies and in lessons such as science, where they appreciate the vastness of space and the detail revealed by microscopes.
18. Pupils' cultural development is satisfactory. The school provides good opportunities for pupils to participate in a variety of musical activities, such as the lunch-time wind band and the national concert band festival. In art, they study and appreciate the work of a good variety of western artists and a group of pupils is currently shadowing the Carnegie prize for literature. However, there are no opportunities for them to participate in drama productions. In response to the findings of the last inspection, the school has placed more emphasis on teaching about different cultures and traditions. This is no longer a weakness. However, opportunities to learn

more about cultures represented in Britain today are still sporadic and not consistently planned across the curriculum.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Provision is very consistent in quality across all aspects of the school, and **no aspect of provision is less than good**. Some elements of care, support and guidance are **very good**.

### Teaching and learning

The quality of teaching and learning is **good**.

### Main strengths and weaknesses

- The teaching meets the needs of all pupils well and enables them to learn successfully.
- Good teaching helps pupils of all levels of competence and of various ethnic and social backgrounds to achieve well.
- Teachers manage pupils very well and plan their lessons carefully.
- There is inconsistency in the quality of teaching within some subjects.

### Commentary

#### *Summary of teaching observed during the inspection in 86 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	16 (19%)	36 (42%)	29 (34%)	4 (5%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen overall. The percentage does not total 100 because of rounding.*

19. Teaching is good, overall. It is successful because it meets all pupils' needs and enables them to learn well. One lesson in five seen during the inspection was of very good or excellent quality. Fifty-three of the 86 lessons seen were of, at least, good quality. There was relatively little difference in the quality of teaching between that provided for Year 6 and that for Years 7 and 8. Some teaching was most impressive and provided an example of excellent practice:

#### Example of outstanding practice

**In a Year 7 English class for higher-attaining pupils, the teacher's high expectations of pupils who were already achieving very good standards enabled them to aim higher and produce very imaginative, descriptive poetry.**

The teacher grabbed pupils' attention at the start of the lesson by asking them to concentrate on vivid pictures of a hot, sandy desert, and then to close their eyes and visualise the experience of walking in it. Her own quiet, insistent commentary about sensations of thirst, discomfort and fear helped to fire their imaginations and maintain high levels of concentration. As a result, each child wrote descriptive words and phrases as a basis for a forthcoming poem. The teacher then showed the class four poems on overhead transparencies that had been written by pupils the previous year. She deliberately chose three outstanding poems by boys, in order to overcome any thoughts that poetry is not for boys! Through skilful questioning, she enabled the class to identify a range of literary techniques in the poems and then to say why they thought they were effective. The challenge was then for pupils to use similar techniques with their own imaginative descriptions. During ten minutes, in complete silence, the class drafted their own poems. The teacher then asked them to share their work in groups and identify phrases and descriptions that particularly impressed them. They did this willingly and supportively. The teacher had created an atmosphere in which all pupils knew that their ideas would be respected. Small wonder that this helped pupils to develop spiritual awareness, leading to metaphors such as, "Scorpions roam the barren space, guards at the prison, patrolling their base."

20. The teaching of literacy is good throughout the school and enables pupils to achieve good standards – for example, in their writing. Numeracy is taught satisfactorily, and enables pupils to use number well in some, but not all, subjects. Teachers are generally confident and competent in their use of ICT and consequently, pupils use the available equipment well across the curriculum, except in art.
21. School management has improved the quality of teaching since the last inspection. More teachers have been recruited who are subject specialists and this has helped to improve the quality of the teaching. However, the deployment of an excessive number of teachers in geography and history leads to some inconsistency in the quality of the teaching that pupils in different classes receive. The management has provided training to enable teachers to plan and to structure their lessons effectively. Overall, teachers in all subjects almost always share learning objectives with pupils who respond by working towards these objectives consistently well. The learning that is identified becomes the focus of the lesson and teachers' management of pupils is made very effective, because both teacher and pupils are working to the same shared ends. The teachers' control of their classes is very good because positive relationships in most lessons ensure that pupils want to learn from teachers whom they trust and respect.
22. Teachers use the available personnel and resources well. Support assistants provide invaluable help to individual pupils with special educational needs and for small groups and work very closely with teachers. Assistants are well aware of learning objectives and of pupils' individual needs, to which they respond very well so that the pupils make good progress in most lessons and achieve well. Some pupils with special educational needs are occasionally taught in special classes to assist their progress in literacy. These classes are well taught - as seen, for example, in a Year 7 lesson in which pupils achieved well in a variety of literacy skills, some starting from a very low level; they were helped effectively to show a good grasp of new ideas. Use of support assistants and the quality of guidance to teachers by means of individual education plans for pupils with special needs were issues for improvement at the last inspection; both have greatly improved.
23. All pupils are helped to access the knowledge provided and to extend their understanding. The vast majority respond well by maintaining concentration, even in hot and uncomfortable classrooms in the latter part of the working day. Pupils generally work hard and accept the responsibility to work independently using their own initiative when the opportunity is provided, as it often is.
24. In a few lessons seen, teaching and learning were unsatisfactory because pupils were not challenged sufficiently to enable them to learn and achieve well enough. For example, teachers talked for too long and did not engage pupils enough in the learning; in some cases, they answered their own questions and did not challenge pupils enough to think for themselves.
25. Teachers' use of assessment to support learning is good, overall. Marking of pupils' work is generally constructive, often giving advice on how to improve. However, in some subjects - for example, in science, French and history - there are some inconsistencies in practice between teachers. Pupils experience a wide variety of assessment activities, from formal testing to fun quizzes. Most formal assessments are usually marked accurately against National Curriculum levels. These levels are presented helpfully at the front of each pupil's exercise books in language intended to be accessible to the pupils. This enables them to understand the standard they reach and how they can improve. There is some good practice in enabling pupils to make self-assessments of their work. However, whole-school performance data cannot yet be accessed by subject leaders or individual teachers themselves, and this is unhelpful to their planning of work. The department for special educational needs uses effective procedures for assessing pupils' needs and providing well for these.
26. In the last inspection, teaching was satisfactory. It is now good and much is very good, with some excellent practice.

## The curriculum

Curricular provision is **good**.

### Main strengths and weaknesses

- The school provides a wide range of extra-curricular enrichment activities, visits and residential experiences.
- There is very good liaison and curricular continuity between the school and the high school.
- The implementation and co-ordination of national strategies are effective.
- Provision for pupils with special educational needs is good.
- The curriculum for citizenship is not co-ordinated well enough.
- Provision in drama is unsatisfactory.
- Accommodation restricts the range of worthwhile experiences possible in some subjects.
- Although the supply of computers has much improved, there are fewer machines available than are expected nationally.

### Commentary

27. The curriculum provides a good range of learning opportunities for all pupils. It meets the requirements of the National Curriculum, with the addition of French in Year 6 and personal, social, health and citizenship education (PSHCE) in all years. No pupils are excluded from any part of the curriculum, which enables all, irrespective of ethnic or social background, to achieve well. Pupils with special educational needs are well provided for, through very good classroom support, appropriate materials and well-planned programmes.
28. Links with the local high school ensure very good continuity between the National Curriculum Programmes of Study in the two schools. Curriculum links with partner first schools are strong in some subjects - for example, in English, geography and history - but underdeveloped in science and, especially, in mathematics where this deficiency has an adverse impact on standards in the Year 6 National Curriculum tests.
29. There is a comprehensive programme of PSHCE. An extensive and detailed scheme of work includes alcohol and drug abuse, sex education and careers. National Curriculum requirements for citizenship are met, but the subject is insufficiently co-ordinated across the curriculum to ensure that all other subjects contribute well enough to enable pupils to gain sufficiently in knowledge and understanding of this subject. The valuable contribution of the PSHCE curriculum to citizenship lacks wider contributions and reinforcement from all other subjects.
30. There has been extensive staff training for the National Strategies for literacy and numeracy, which have been well implemented and are well co-ordinated and managed. This was an issue in the last inspection and has been well addressed.
31. The opportunity for a daily act of collective worship is provided on four days a week, but on one day this statutory requirement is not met. ICT is insufficiently used in art to meet statutory requirements.
32. The broad range of extra-curricular activities, much appreciated by pupils, provides good opportunities to enrich learning. For example, there is a very strong programme of sports. Girls' sport is now well provided for, as required by the last inspection. There is a choir, a wind band and a strings group; individual tuition by peripatetic teachers enriches provision for gifted musicians. Provision for drama is, however, lacking. Homework clubs are provided each

lunchtime for pupils with special educational needs, and there are also 'quiet rooms' available for study.

33. Residential visits, visiting speakers and theatre and dance groups enrich the curriculum - for instance, in history, religious education and PSHCE. There is a French language week in Normandy, an activities weekend in Norfolk and a water-sports trip to the Ardeche. These annual residential visits enhance the curriculum considerably and make an effective contribution to pupils' personal development.
34. The school has sufficient experienced teaching staff to meet the demands of the curriculum, and pupils are achieving well as a result. The governing body and school management have met with considerable success in their efforts to overcome the problems of recruitment of permanent and temporary staff, and pupils are achieving well as a result of good teaching. All teaching posts will be filled by January 2004, including the three extra teachers needed because of increasing numbers of pupils attending the school. The excessive numbers of teachers deployed to teach in history and geography makes the quality of teaching inconsistent. The number of support staff has risen since the last inspection, and pupils are now very well supported in lessons, unlike the situation reported in 1998.
35. Some features of the accommodation remain unsatisfactory; and although much improved, accommodation is currently unsatisfactory, overall. In many areas of the school, the rooms are too small for the size of classes. There are significant shortcomings for art and design, where the use of a general classroom without sinks is very inconvenient and limits the range and scale of work that pupils can attempt, especially in three dimensions. In ICT, the use of a poorly ventilated corridor space is unhelpful to learning. In modern foreign languages, lack of carpeting and sounds from a nearby music practice area are distracting and unhelpful for pupils engaged in aural work. The food aspect of design and technology is taught in a space immediately adjacent to and open to a corridor; this situation is most unhelpful to teaching and learning. Located in a corridor, the library does not provide an adequate space for study or quiet reading. The indoor accommodation available for physical education is used for many other activities. The restricted size of this accommodation holds back the development of pupils' skills in the use of space in their movement. However, the new outdoor all-weather pitch is a very good addition to the accommodation. New changing-rooms, storage and a lecture room are being built, which should improve some aspects of pupils' experience. Currently, plans are being developed to improve provision for art and design, design and technology and music. The school anticipates that funding will become available in July 2004. Much credit is due to teachers and pupils that they work so well in these often difficult circumstances.
36. The quality and quantity of resources are satisfactory, overall, and much improved since the last inspection. Provision is good in many areas and very good in science. However, despite considerable investment in equipment and much improvement since 1998, ICT resources remain inadequate. The ratio of pupils to computers is well below that found nationally. The library stock is inadequate and unlikely to encourage a love of books or regular use of books for independent research. There is no loan service allowing pupils to take books home.

### **Care, guidance and support**

Provision of care, support and guidance is **very good**.

### **Main strengths and weaknesses**

- Care and support for pupils are very good.
- There is very good provision for pupils' health and safety.



- Teachers relate very well to the pupils.
- Importance is placed on seeking pupils' views and involving them in school life.
- Target-setting needs further development to help pupils to improve.

### **Commentary**

37. The school makes very good provision for the personal support of its pupils. Teachers are good role models. Heads of year and form tutors exercise their duty of care well. All children are treated alike with no discrimination against different groups. Comprehensive arrangements for child protection are in place and all staff are made aware of the need to be vigilant. Case conferences are arranged with outside agencies where teachers raise concerns about a child. Other than the constraints imposed by an overcrowded building, no health or safety hazards were observed, and risk assessment regularly takes place. There is very good first aid provision, a designated medical room and pupils have ready access to the school nurse. The school promotes healthy living. Sweets are banned, there is always a healthy option on the dinner menu and extra-curricular sport is encouraged. Arrangements for pupils' care, guidance and support have been well maintained since the last inspection.
38. The personal support provided for Year 6 pupils when they are inducted into the school is very good. In their second week, children were settling in easily and appeared happy and confident. They appreciated the system of pupil "Befrienders" and found them very helpful, particularly until they got to know their form teachers better. All the older pupils felt they had a good and trusting relationship with at least one adult and felt well supported. They appreciated and praised the adult "Befrienders".
39. The school meets well the statutory requirements for provision for pupils with special educational needs as outlined in their statements and individual education plans. There is good identification of needs at first schools and on entry. There is also very close liaison with first schools. Appropriate provision is made on entry to raise literacy and numeracy levels as quickly as possible. The school has switched efficiently to the new Code of Practice and a copy of the special needs register is held by all teachers. Pupils' progress is carefully tracked and reviews of statements and individual education plans are conducted according to requirements. Pupils are fully integrated into all aspects of school life. The use of individual education plans has much improved since it was identified as a weakness in the last inspection. However, apart from targets set for those pupils with special educational needs, there are no formal target-setting arrangements to help pupils to focus their efforts to improve. Target-setting is at an early stage of development and a priority in the school's development planning.
40. The school regularly sends questionnaires for pupils to complete with their parents to ascertain their views. The replies to the latest one were very positive. Pupils know that their views matter. The school council makes a good contribution to pupils' awareness of citizenship and gives them genuine influence. Children are offered a good range of extra-curricular activities, educational day and residential visits and visiting speakers are welcomed. Pupils are encouraged to play a full part in the life of the school. A Year 9 pupil who had just transferred to the high school said pupils were trusted and given numerous educational opportunities and, "The whole school community worked together. It was really good."

## Partnership with parents, other schools and the community

The school's links with parents are **good**.

*(The quality of the links with other schools and the community is considered under the heading of Community Provision.)*

### Main strengths and weaknesses

- Parents are supportive of the school, which is over subscribed.
- There is a strong and active Parent-Teacher Association.
- Parents are very well informed about school events.
- Parents are regularly consulted to ascertain their views.
- A minority of parents does not feel well enough informed about their children's progress, and a small number criticized the behaviour of some pupils.

### Commentary

41. The school has good links with its parents. They are very supportive of the school and most are very satisfied with what it provides. They are very well informed about school events through newsletters and letters home. For new and prospective parents, the prospectus is detailed and the governors' annual report to parents gives clear information about changes, events and achievements over the year. Pupils' annual reports are satisfactory. They give an indication of the progress made, but in many cases the targets given are not specific enough to direct pupils how to improve to achieve better standards. A significant minority of parents responding to the questionnaire felt that they were not well enough informed about how their children were getting on. However, although comments from subject teachers tend to be relayed through form teachers, the school makes good efforts to ensure that parents are fully informed. Details of the curriculum to be studied are sent out termly, and the school has an "open door" policy for parents' questions and concerns. Teachers frequently telephone parents if they are worried about a child, and they always respond to parents' calls. The school holds open days and consultations are held in October to raise any early concerns and to ensure that pupils are settling well enough in their new forms. Most parents feel the overall quantity of homework is about right but they would like to see it spread more consistently over the week. Pupils' planners are a good method of parent-teacher communication and they are mainly used well, especially in Year 6. Pupils and teachers agree that there are a few children whose behaviour is unsatisfactory, but in general, inspectors found behaviour to be good.
42. Parents are kept informed of all developments regarding the support and progress of pupils with special educational needs. Arrangements have improved considerably since the last inspection when parents were reported not to be involved enough in reviews of progress. Parents are invited to all reviews and the department makes every effort to meet parents' wishes. As a result, parental attendance at reviews is very good. When possible, parents contribute directly to the learning process – for example, by giving assistance in hearing pupils read.
43. The school makes positive efforts to ascertain parents' views. Questionnaires sent to parents assess how satisfied they are with what the school provides. They have been consulted on such things as school uniform, cycling to school and how best they can be informed about their children's progress.
44. The Friends Association is strong and active. It is successful both socially and in its fund-raising. For example, every June it organises a barbecue and games evening to which Y5 pupils and their parents are invited. A number of parents willingly help the school. Some hear pupils read. Some help with the summer activity week, others transport children to sports matches and some help with sports coaching. Some accompany educational visits and

become involved with visitors. For example, they helped a visiting theatre group serve pupils a Viking lunch! As the headteacher said of these parents, "We could not manage without them".

45. Overall, links with parents have improved since the last inspection.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**.

Both leadership and management are **good**, as is the governance of the school.

### **Main strengths and weaknesses**

- The leadership of the headteacher, key staff and governors gives the school a clear sense of purpose and direction and enables pupils to achieve well.
- Leadership and management have taken the school forward well since the last inspection.
- Liaison with the high school is very good; it is good with first schools in most subjects, but unsatisfactory in mathematics.
- Funding is used effectively to provide a good quality of education for pupils.
- The monitoring of teaching by senior management and subject leaders is insufficient to ensure that teaching, although now good overall, is at least consistently of this quality.
- The deployment of excessive numbers of teachers in some subjects is unhelpful in ensuring a consistently good quality of teaching.

### **Commentary**

46. The leadership of the school is good. Governors provide good leadership. At the last inspection they were not well enough informed about standards and educational provision. They now inform themselves well, and have close links with the school. They are very committed to ensure the success and well-being of the school. They make the most of the funding available and work hard to increase it to improve accommodation and learning resources to benefit pupils' learning. They question the headteacher and management robustly about the performance of the school and use their individual professional expertise freely in its interest. Governors meet almost all of their extensive statutory responsibilities and ensure that pupils' differing needs are met.
47. The leadership of the headteacher, well supported by key staff, is effective in enabling girls and boys of differing abilities and backgrounds to reach good standards because of the good teaching that they receive. Effective leadership has also ensured good improvement since the inspection of 1998 in the standards achieved by pupils and in the quality of teaching. A good ethos and positive attitudes to learning are well-engendered among pupils of all backgrounds and all levels of competence. The headteacher has brought the school, with the support of governors, through past difficulties well and is unfailingly caring, considerate and supportive of staff and pupils. He has the confidence of governors, parents, pupils and staff. He and the most senior staff form an effective team; each individual lends different strengths to the team which leads the school and staff well. School development planning is well managed. Objectives are clear and relate to improving standards and the quality of teaching and learning. Resources are properly identified and costed in planning and the methods to evaluate progress are clearly shown.
48. Subject leaders lead their subject teams well and, in some cases, very well. They have raised standards and improved the quality of teaching considerably since the last inspection. For example, in English, effective leadership has ensured a marked improvement in standards of achievement since the subject was made a key issue for improvement at the last inspection, and some excellent teaching was seen in the subject during this inspection.

49. Overall, the management of the school is good and self-critical, as its positive approach to this inspection exemplifies. Management contributes effectively to the achievement of good standards. Liaison with the high school to which pupils transfer at age 13 is very good, and it is generally good with first schools. The school is rich in performance data and there is very good transfer of information between itself and its partner schools regarding pupils' performance. However, mathematics is not yet well enough co-ordinated with first schools to ensure that standards in the Year 6 National Curriculum tests are equivalent to those of the other subjects tested. Senior management provides data in a variety of formats to subject leaders for use in planning of work and priorities for teaching.
50. Subject leaders hold their own performance data and many analyse this for trends and subject target-setting. However, access to centrally held, school data on pupils' performance is currently only available through the senior member of staff responsible for compiling it and this restricts access for teachers whose priorities for teaching cannot be quickly and easily informed or adapted. The school is in the process of developing a new system which will provide open access to all staff and allow the updating of information by teachers.
51. Performance management has contributed well to the improvement in the quality of teaching since the last inspection. Staff benefit from good opportunities for their professional development. Classroom support staff are now very effective partners to teachers and provide invaluable help in the classroom to benefit pupils. However, the monitoring of teaching by senior management is at an early stage and not yet fully effective in ensuring an altogether even quality of teaching. Subject leaders are now monitoring teaching in their subjects, but the time available for this is short in this school where, inevitably, staff are heavily committed in teaching their timetables. The difficulty of monitoring is especially acute in history and geography, because so many teachers are deployed to teach these subjects.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,335,896	Balance from previous year	150,687
Total expenditure	1,232,345	Balance carried forward to the next	103,551
Expenditure per pupil	2,465		

52. Funding is targeted well to ensure that pupils benefit from the good level of resources available. Funds for pupils with special educational needs are used well by the well-led special needs department. The school has much improved its accommodation and learning resources since the 1998 inspection but much more needs to be done. The very good new all-weather pitch, which the school has won funding for in partnership with local sports clubs, indicates the determination and effectiveness of school leadership and management to improve conditions for learning. The school applies best value principles well. It analyses its performance closely and makes comparison with that of all schools. It challenges itself in providing a good curriculum and worthwhile extra-curricular enrichment opportunities for pupils. It consults regularly with all parties – including the pupils, for example, through the high-profile school council - and ensures that its expenditure on services is competitive, economical and closely monitored by governors. Overall, the school is effective and provides good value for money.

## COMMUNITY PROVISION

Community provision is **effective**.

### Main strengths and weaknesses

- Links with the community have improved since the last inspection and are now good.
- Liaison with the high school to which almost all pupils transfer is very good.
- Subject liaison between the school and partner first schools is not as consistently effective as it should be.

### Commentary

53. The school's links with other schools and colleges are good. There are regular meetings between the headteachers of the first schools, middle schools and high school within their local "pyramid" and monthly meetings with headteachers of the other middle schools in Kirklees. There are valuable curricular links with the high school. The induction system and transfer to the high school are very good and the new pupils in Year 9 who were interviewed during the inspection appeared confident and well settled. The pastoral care given to ensure that first school pupils settle easily and happily into Kirkburton Middle School is also very good. For example, a child with special educational needs spent three days in the summer term with both his first school support assistant and his future support assistant. He found this very helpful and settled well. Curricular liaison with the first schools, however, is less secure. It is very good in English but curricular links with some other subjects, particularly mathematics, are not sufficiently well developed. The school has positive links with the neighbouring special school. Kirkburton Middle School pupils are encouraged to help and play with the special school pupils, some of whom participate in artwork at the middle school.
54. Links with the community are good. There are some very positive sporting links. For example, as part of the School Sport Co-ordinator Partnership the school is able to offer a weekly after-school club for youngsters talented in sports. A successful combined lottery bid with local sports clubs involving the National Opportunities Fund and the Football Foundation has provided funding for an excellent floodlit all-weather sports area, and changing rooms are under construction. This is of great benefit both to the school and the local community. A local tennis club allows its courts to be used in the summer, thus enhancing the school's provision for physical education. There are numerous beneficial links, which include the local church and a range of businesses and organisations. The school band and choir perform locally and have helped raise funds for the church. Pupils host an annual senior citizens' lunch and make regular contributions to a community magazine. The triennial sponsored walk involves sponsorship from business and industry and support from local landowners and the police. Wider links include support for national charities and regular residential visits to Norfolk and to France. Links with the community have been strengthened since the last inspection, and they have a positive effect on the attainment and personal development of the pupils.

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS AND COURSES IN KEY STAGES 2 AND 3

#### ENGLISH AND MODERN FOREIGN LANGUAGES

##### English

Provision in English is **good**.

##### Main strengths and weaknesses

- Good teaching enables pupils to achieve well; standards are rising in all years.
- Very good leadership and teamwork have resulted in marked improvements since the last inspection.
- The planning of schemes of work and lessons is very good.
- Insufficient monitoring of teachers' work results in inconsistent marking and assessment.
- Pupils do not have enough opportunities to develop drama skills.

##### Commentary

55. Standards in English are rising and pupils now achieve well in all years. Year 6 pupils enter with standards that are close to national expectations. They are attentive and, in only their second week in the school, are beginning to contribute well in class discussions. Most read aloud accurately and fluently. They are able to identify nouns and adjectives but many are less secure in the recognition of verbs and adverbs. The most competent write imaginatively and accurately, but lower-attaining pupils have difficulty in producing extended writing and make frequent spelling mistakes. Current Year 7 pupils achieved well during Year 6; all, including those with special educational needs, made good progress, especially with writing in different styles. Standards have improved considerably since the last inspection, when they were below the national average. Results in the Year 6 National Curriculum tests are now consistently above average. They are usually in line with those of similar schools and improved further in 2003.
56. Standards in the current Year 8 are above national expectations. Pupils' work since Year 7 shows that they achieve well, especially in writing. Middle- and higher-attaining pupils write effectively, and change their style appropriately for book reviews, or for discursive or persuasive writing. Some adopted the style of Dickens in their narrative writing as a response to their reading of *A Christmas Carol*. Many write imaginatively, with some vivid descriptions in poetry and prose. Pupils read with good understanding from class texts. Some read widely, but not all teachers encourage this sufficiently. Pupils contribute willingly to group and class discussions and listen attentively to the teacher and to each other. They go on to achieve very well in the Year 9 National Curriculum tests at the local high school and, in 2002, their results were very high compared with both the national average and results in similar schools.
57. The quality of teaching and learning is good. Teachers' implementation of the National Literacy Strategy has had a very positive effect on their planning of lessons in all years. They explain objectives clearly to pupils and prepare a variety of activities that keep them working at a good pace. Both boys and girls respond to this good planning and teachers insist on mixed seating arrangements so that boys and girls work well together and achieve equally well. Teachers manage classes very well and ensure that pupils concentrate and work hard. In the best lessons, they use their assessment of pupils to place them in groups where they can learn best. This also helps support assistants to work very effectively with pupils with special educational needs. Most teachers have high expectations of higher-attaining pupils and challenge them to achieve the highest standards possible. However, some teachers miss opportunities to challenge pupils to go beyond the identification of literary techniques to

consider the effect that they have on the reader. There are other inconsistencies among teachers of English. Most obvious is that some teachers mark pupils' work in great detail and set them clear targets so that they know exactly how to improve. Others set no targets and write few comments in pupils' exercise books.

58. The subject leader provides very good leadership for teachers of English. Good teamwork ensures the writing of manageable, worthwhile schemes of work and lesson plans. This has resulted in substantial improvements in standards and the quality of teaching and learning. Further priorities for development have been identified, the most important of which is more formal monitoring of teaching to ensure consistency of marking and assessment. Pupils have insufficient opportunities to study drama in English, partly because of a lack of suitable accommodation but also because teachers do not yet have the knowledge to teach drama techniques effectively. Since the last inspection, when English was a key issue for improvement, standards and provision for the subject have greatly improved.

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

59. Pupils' standards of literacy are good and enable them to understand and make progress with the work that they do in all subjects. In all years, they speak clearly and confidently in class discussions. They listen attentively in all subjects and show a good understanding of technical, subject-specific vocabulary in, for example, science and art. They read accurately and, as often shown in geography lessons, are able to select and use important information from texts. Their handwriting is neat in all subjects and most pupils are able to produce extended writing in different styles when required.
60. Most subjects have their own literacy policy and help pupils to develop their language and literacy skills well. In English, schemes of work have been thoroughly revised to take account of the National Literacy Strategy and starter activities often reinforce the technical vocabulary that pupils need to use in other subjects. These key words are also taught in other lessons and highlighted through wall displays. A strong feature in several subjects is the way that teachers encourage and support children to write in different styles. This is especially well done in history, geography and science. In science, for example, pupils wrote a post-card from Mars, a letter to the Royal Society and a diary of a day in the life of different parts of the body. When pupils need help with these skills, teachers provide suitable prompts and guidance. In art, for example, pupils are able to write their self-evaluations because of the specific prompts that teachers provide. The school has adopted a common scheme for marking mistakes in pupils' writing, but this is not yet used consistently. Pupils read for information from a variety of sources in most subjects. However, during the inspection, they were rarely given the opportunity to read aloud in order to develop their fluency and expression further.

### **French**

Provision in French is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers' good planning and classroom control ensure that pupils concentrate and work hard.
- Extensive use of French by most teachers develops pupils' listening skills well.
- Regular use of working in pairs develops pupils' independent learning skills.
- The quality of teaching is inconsistent: some lessons are dull and not enough French is used.
- Not enough homework is set in Years 7 and 8.
- Classroom practice is not monitored well enough.

## Commentary

61. Pupils' early experience of French in Year 6 gives them a good start in the subject. Both girls and boys achieve well in their first year of study and develop good listening skills. By the end of Year 8, the standards attained by pupils are a little above those typical for their age. Achievement is satisfactory overall, and higher-attaining pupils and pupils with special educational needs achieve well in writing. Most pupils have a good understanding of French spoken in class. Their attitude to learning is good and their behaviour very good.
62. Teaching and learning are satisfactory, overall, and good in Year 6, where teachers use French almost exclusively in lessons. Consequently, pupils quickly develop the confidence to conduct simple conversations. Teachers use resources effectively, and vary tasks well according to pupils' needs and competence. Pupils with special educational needs in particular enjoy early success and develop confidence in listening, speaking and simple written tasks.
63. Teaching in Years 7 and 8 is satisfactory, overall, but inconsistent in quality. Learning is successful when a variety of interesting activities is used, and when French is spoken extensively. Pupils respond well to the challenge of using the language. Teachers routinely direct pupils to work in pairs in lessons and this helps pupils to develop independent learning skills. They plan lessons well and have good classroom control. This ensures that pupils concentrate and work hard. Teachers use praise and encouragement well to motivate pupils to learn difficult material. Higher-attaining pupils especially benefit from the occasional use of ICT to improve the quality of their writing.
64. Teaching is less effective when little French is used, when the activities are dull and when the lesson has no element of fun. Sometimes teaching fails to provide appropriate levels of work for all pupils in mixed-ability classes. Marking is inconsistent and guidance on how to improve is too infrequent. The school's homework policy means that pupils in Years 7 and 8 have homework only once a fortnight, which is not enough to help raise achievement.
65. Leadership of the subject is good and management of the department is satisfactory. The subject leader is aware of the strengths and weaknesses of the department, and is a good role model as a teacher. There is a full range of coherent policies and the scheme of work is extremely well organised. There are productive planning links with local schools. However, whilst teachers know their pupils well, assessment data are not yet used well for target-setting and planning. There is no monitoring of classroom practice, although this is planned for the near future.
66. Resources are good. The department has new, up-to-date course materials. Accommodation is unsatisfactory, because sound-proofing is poor and noise from other classes is distracting. Pupils have the opportunity to experience a residential language course in France in Year 7. This is a boost to their language skills and a valuable contribution to their personal development.
67. Although marking and the use of homework have not yet improved enough, improvement in standards since the last inspection has been satisfactory.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Standards are above the national average.
- Leadership and management are very good and ensure that pupils have every opportunity to learn.
- Achievement in Years 7 and 8 is good.



- Pupils' performance in Year 6 is not as strong as in English and science.
- Girls do less well than boys in Year 6 National Curriculum tests.
- Links with first schools are unsatisfactory.

### Commentary

68. Results in the Year 6 National Curriculum tests in 2002 were at the national average, but below those of similar schools. This represented underachievement for many pupils. Girls did not reach the standards of boys, and their attainment was below the standard expected of girls nationally. However, analysis of performance data by the school indicates that these girls entered the school with attainment significantly below that of boys. In the 2003 tests, results returned to the higher standards evident before 2002, although girls continued to attain less well than boys. Pupils' standards in the tests in mathematics in 2002 and 2003 are below those they reached in English and significantly below those that they attained in science.
69. Standards of Year 6 pupils' work are at the expected level for their age. Pupils are currently achieving well in lessons. They have very positive attitudes to learning and take care with their work. They work well together in groups and pairs. High attaining pupils have a good command of technical vocabulary and can work at a brisk pace. Pupils of average potential show good understanding of decimals and place value. Some find difficulty in visualising shapes in different positions. Low attaining pupils have significant weaknesses in recollecting number bonds and tables; this hinders their progress in other topics.
70. Pupils' standards of attainment in Years 7 and 8 are above those expected for their age and their achievement is good. Good progress in these years enables pupils to attain above average results in the Year 9 National Curriculum tests in the high school.
71. Pupils are attentive and work hard in lessons, taking pride in their work. Books of high attaining pupils show work at levels well above that expected for their age and there is some exceptional investigative work. Most pupils develop good understanding of new ideas but some are hindered by inability to recall basic tables. Gifted pupils achieve very well and most progress into the express group in the high school. Achievement of those with special educational learning needs is good. During lessons, they are well supported by support assistants who enable them to learn well. Pupils with special educational needs and those from minority ethnic backgrounds make appropriate progress in line with their potential.
72. The quality of teaching is good in all years. Teachers have good knowledge and understanding of their subject and develop new ideas carefully and clearly. Lessons are well planned, with work for all ability levels within the group, and follow the school's three-part style. They provide challenging learning opportunities. Lessons contain a rich variety of activities to stimulate pupils' interest and develop their understanding. Teachers' assessment is detailed and supportive, enabling pupils to progress well.
73. Management and leadership of mathematics are very good. The subject leader provides clear guidelines and materials for all teachers of mathematics. He has developed very effective assessment systems and data analyses to identify pupils' progress over time. Very good liaison with partner middle and high schools has led to very successful progression for pupils throughout Years 7 to 9. This includes a successful mathematical investigation, which is started in Year 8 and completed in Year 9, in the high school. However, links with partner first schools are not well developed. This is a contributory factor to the underachievement in the national tests in Year 6. This has been recognised by the school and is a priority for development.
74. Improvement since the last inspection has been good.

## Mathematics across the curriculum

75. The development and use of numeracy across the curriculum are satisfactory. The school has provided training to raise teachers' understanding of how to apply the National Numeracy Strategy. Policies and supportive documents have been produced. All subject leaders have made reference to this aspect in their documentation. However, not all subjects take the opportunities for developing or using pupils' numerical skills that are indicated in subject schemes of work.
76. Pupils have good mathematical and graphical capabilities, which are well developed and used regularly – for example, in science, geography and history lessons. Pupils are able to interpret and produce data in tabular form and a variety of graphical forms; they often use computers to improve their presentation. They are competent in using metric units – for example, when estimating in science lessons or measuring contours in geography. Design and technology lessons make use of pupils' understanding of measurement and proportion and help them with the practice of calculating quantities of materials and ingredients. However, teachers of art and French miss opportunities to develop links between the work they do and the pupils' awareness of mathematics and number.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Standards are consistently well above the national average.
- Teaching is good, overall, and some is very good.
- Leadership and management are very good.
- Pupils are enthusiastic and very well behaved.
- Liaison with feeder schools is not established well enough.
- ICT is not used enough.
- Extra-curricular activities and cultural and multicultural aspects of science are not well developed.

### Commentary

77. Standards of boys and girls of all ethnic backgrounds are consistently well above the national average, and there is no significant difference between their performance.
78. The results of national tests at the end of Year 6 are well above the national average, and have been so for the past four years. This represents good achievement for many pupils over their first year in the school, including those pupils with special educational needs. In comparison with schools that have pupils with similar prior attainment, standards are well above the national average. For example, pupils of all abilities demonstrate good understanding of how they might carry out an investigation of the effect on shoes of forces and friction. They use brainstorming and other techniques successfully to assist their planning and use of variables.
79. Standards in the current Year 8 are well above average. Achievement is very good and pupils who transfer to the high school at the end of the year do very well, including those with special educational needs. The results of national tests at the end of Year 9 at the high school show attainment that is well above the national average at both level 5 and above and at level 6 and above. Pupils in Year 7 showed good practical skills in preparing and staining onion cells before examining the slide under a microscope. Similarly, pupils in Year 8 talked confidently and knowledgeably about their research into nutrition and a balanced diet, while others demonstrated their practical skills in testing for starch and sugars in their work with a model digestive system. As they progress through the course, pupils show increasing responsibility and maturity in the way they work independently and in small groups.

80. The quality of teaching and learning in science is good and there are examples of very good practice in all years. The innovation of starter and plenary activities is an effective feature of many lessons. Thorough and detailed planning, together with the effective use of resources and focused questioning, help pupils to do well and respond with enthusiasm. However, some teaching is exemplified by slow pace, poor timing and a less effective use of resources. This leads to reduced quality and quantity of work in lessons.
81. The leadership and management of science are very good and documentation is outstanding. The team of teachers and other colleagues is well supported and has high expectations of pupils. There is a keen sense of purpose to their work and their knowledge and understanding of science are high.
82. Since the last inspection there has been an improvement in the way the science curriculum is organised, together with enhanced resources to support new courses and styles of teaching, learning and assessment. All of these support learning well. However, the monitoring and evaluation of teaching are not yet well developed and the use of ICT is insufficient. There are no extra-curricular activities in science. Science has a popular and positive image and is enjoyed by all pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- Pupils have enthusiasm for the subject.
- Pupils co-operate well and are very tolerant of cramped conditions.
- Provision for pupils with special educational needs is good.
- Accommodation and resources do not adequately meet the needs of the pupils.
- Assessment does not fully contribute to pupils' learning.
- Statutory requirements are not met in art.

### **Commentary**

83. Pupils enter the school with a broad range of skills in information and communication technology (ICT). Many of them have a good knowledge in certain aspects of the subject. For example, some are at the expected level when using word processing or desktop publishing. Overall, however, attainment on entry is slightly below the expected level, when taking into account all strands of the subject. By the end of Year 6, pupils are at the expected level for their age, matching the national average. Through Years 7 and 8, pupils continue to make sound progress and attain the level expected for their age. Pupils identified with special educational needs demonstrate similar levels of attainment to other groups and, in some cases, exceed expected levels of attainment.
84. Achievement in the subject is satisfactory. Pupils appreciate the benefits of using ICT and are beginning to become discerning users. They are able to make some decisions about whether or not using a computer is the best method for completing a task. Higher-attaining pupils are confident users, readily accessing the more complex features of the software being used. Some lower-attaining pupils, have difficulty recalling passwords, which does affect progress in lessons by delaying the log-in process. Overall, pupils, including those with special needs, are confident with the technology and accept it as a natural part of their learning. Where pupils require additional support, this is provided effectively and ensures satisfactory achievement. Whilst most know of the Internet and the benefits it offers when seeking information, some average- and lower-attaining pupils do not fully appreciate the responsibilities that accompany its use.

85. Teaching in the subject is satisfactory. Teachers have a good command of the subject and plan effectively to ensure coverage of all aspects. They manage the limited resources skilfully and, by expecting high standards of behaviour, ensure an effective level of provision for all pupils. On occasions, lack of pace and efficient time management tends to reduce the effectiveness of the learning. Objectives are not always explained clearly enough to pupils so that they know what to do and why. At the end of lessons, reviews are sometimes too brief to establish the quality of learning achieved.
86. Leadership of the subject is good in both the discrete provision and across the curriculum. The management of the subject is satisfactory. Systems to monitor and review performance in the subject are at an early stage of development and assessment systems, particularly the analysis and use of the data, are embryonic.
87. Accommodation is unsatisfactory. Classroom space and ventilation are major problems. Pupils operate tolerantly in cramped conditions, but occasionally their levels of concentration and the subsequent standards achieved are adversely affected by these conditions. The number of computers is unsatisfactory. The current ratio in the school of pupils to computers is over 10:1, compared with a national average of 5.4:1.
88. There has been positive progress both in standards and provision since the last inspection. Except in art, all statutory requirements are complied with.

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

89. Overall, the quality of provision of cross-curricular ICT is satisfactory. It is much more effectively and extensively used than at the time of the last inspection. Although statutory requirements are not met in art and development is restricted in music, other subjects are more advanced. In geography and history, pupils have access to an extensive range of resources and the use of ICT is clearly planned into the schemes of work. Pupils use interactive programs and regularly seek access to computers outside lesson times. Research activities are enhanced through the use of technology which pupils find both stimulating and motivational.
90. In English, mathematics and science, ICT is used, although opportunities are not always taken up - for example, there is a lack of desktop publishing in English. Mathematics struggles with outdated hardware and software that are not compatible with PC equipment. However, in this subject, pupils with special educational needs make effective use of the technology and see it as a natural part of their learning process. Science makes use of ICT, but it is still to be fully developed. The restricted resources available are used as well as possible in design and technology; use is especially effective in the food and textiles area. However, insufficient software and hardware provide pupils with only the minimum required provision. Leadership is good and programmes for the use of ICT are identified across the curriculum. It is recognised by the school that assessment and monitoring are still in the early stages of development.

## **HUMANITIES**

### **Geography**

Provision in geography is **good**.

### **Main strengths and weaknesses**

- The subject is very well led.
- Teaching is good.

- Standards by the end of Year 8 are above those typical nationally.
- Improvement since the last inspection has been very good.
- Monitoring of the work of a very large staff is insufficient.

### **Commentary**

91. On entry to the school in Year 6, pupils' standards, overall, are slightly above average, but their geographical knowledge is low. By the end of Year 8 when pupils transfer to the high school, their standards in geography are above the national expectation. This represents good progress and achievement by all pupils of all abilities and backgrounds, including those with special educational needs. High standards of written enquiry work in Year 6 show that pupils start improving at an early stage. Their literacy skills are strengthened by projects, such as the Malham fieldwork in Year 7, and by brochures, newspaper articles and letters in Year 8 work on Wales. Pupils retain knowledge and gain the skill to think independently and draw accurate conclusions from different sources. Much of pupils' success results from very good materials prepared for them. For example, the very well-structured guidance and direction on the writing to be done by pupils with special educational needs enables them to aim high and research the same topics as everyone else. Boys and girls are all equally involved in the work and make similar progress to achieve well.
92. The quality of teaching is good overall, and sometimes very good. Lessons are well planned and delivery is well timed and thorough. Good questioning involves all pupils and the practical work encourages independent thought and accurate presentation, in many cases with good use of ICT – for example, in Year 8 work on Brazil. Particular strengths of the teaching are the high levels of expectation and challenge in lessons, the development of skills and the use made of National Curriculum levels and pupils' evaluation of their own work. Consequently, pupils learn well and make good progress. However, day-to-day marking and comment on pupils' work are of inconsistent quality from the excessively large number of teachers who teach the subject.
93. The leadership of geography is very good and management of a large number of staff is good. However, the many staff involved create an overwhelming difficulty for the subject leader in monitoring the quality of teaching. Nevertheless, improvement since the last inspection has been very good and former deficiencies have been overcome; good teamwork has helped to raise standards.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- The leadership of the subject is highly professional and enthusiastic.
- Pupils make good progress and achieve well, especially in Years 7 and 8.
- Work is very well adapted to pupils' needs, including those with special educational needs.
- An excessive number of staff teach the subject and the quality of teaching varies too much.
- Monitoring and evaluation of teaching are unmanageable because so many staff are timetabled to teach the subject.

### **Commentary**

94. Overall, pupils make good progress throughout the school to reach standards above those that are typical nationally. Girls and boys of differing ethnic backgrounds do equally well. From scrutiny of the work of pupils when they were in Year 6, the most competent achieve satisfactorily, whereas those of middle and lower potential for the subject do well and often write extensively and knowledgeably. Pupils with special educational needs often write

extensively in an informed way. In Years 7 and 8, all pupils achieve well and reach standards above those expected nationally. Pupils have good knowledge and understanding of subject matter and write fluently and expressively about it – for example, in the impressive extended written work very well presented by Year 8 on the Plague. Their standards of literacy are good and they use ICT competently and well. They go beyond describing events to explore causes and explain competently why things happen. However, some pupils are not secure enough in understanding even basic ideas in some topics.

95. Although the teaching is good, overall, its quality is inconsistent in ensuring that pupils learn well in all lessons. Teaching in the lessons seen varied from very good to unsatisfactory and this variation was not mainly attributable as to whether teachers have specialist knowledge and qualifications in the subject. Twelve staff, an excessive number for a school of this size, teach the subject. Some have only one lesson each week; some experienced teachers are currently deployed to teach the subject who have not taught it before. The consequence is that some classes are very well taught and enthused by the teaching and others are not challenged to achieve well enough in some lessons. All teachers have very good control of the pupils; they have good resources which some use very well to stimulate and challenge pupils' thinking. Work is well adapted to pupils' needs, especially to those with special educational needs, who receive well-focused help from the support staff who work very closely with teachers. However, some teachers are not confident in exploring subject ideas in enough depth. The marking of work varies from being very helpful to the individual pupil, to perfunctory ticking, although some very helpful examples of moderated work are provided by the subject leader.
96. The subject is well led with diligence and professionalism. The monitoring of teaching to identify staff who require support to improve their work is minimal, because so many teachers are deployed to teach the subject. The current situation puts in jeopardy the considerable improvement made since the last inspection. Since 1998, the standards achieved by pupils have risen and are now good. Resources have improved greatly and support learning very well.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The quality of the leadership is good and provides a very clear vision for development.
- Teaching and learning are good.
- Pupils are achieving well because they are responding enthusiastically to the challenging new Programmes of Study.
- The work of pupils, particularly in Year 6, is not yet assessed in a consistent way.
- There is no commonly agreed method for dealing with errors in spelling.

### **Commentary**

97. Standards in Year 6 meet the expectations for pupils of this age, as set out in the Kirklees Agreed Syllabus for Religious Education. Boys and girls of all levels of competence have responded positively to the demands of a new Programme of Study and so they achieve well. They have a firm knowledge and understanding of the main beliefs and practices of Christianity, Islam and Judaism. They are also developing a spirit of inquiry, and can give examples of how religious beliefs influence the lives of individuals and communities. This was evident in comments recorded after their visit to the local parish church.
98. Most pupils in Year 8, including those with special educational needs, reach the expected standards. The writing of higher-attaining pupils contains work that is of an above average standard, as seen in the confident way in which they compare and contrast marriage customs

in six major world religions, and give their own reasoned viewpoints on different customs and procedures. Pupils achieve well because they rise to the challenge of the wide-ranging lesson activities. They can work out ideas together in small-group discussions, and show what they have learned and understood in class presentations and in individual projects that involve research on the Internet.

99. The quality of teaching and learning is good. A strong feature of the most effective lessons is the careful planning for the development of thinking skills, in which group discussions involving reading, speaking and listening lead naturally into writing tasks. Consequently, pupils have plenty of opportunities not only to justify their conclusions, but also to improve the quality of their responses. A relative weakness is the assessment of pupils' written work, because guidelines are not followed consistently, and so pupils are not always given clear advice as to what they have to do to improve their work. This is especially true in Year 6, where methods of assessment are not yet firmly established. In addition, the lack of a common approach to pupils' spelling mistakes results in too much carelessness in the spelling of familiar words.
100. The leadership of the subject is good and provides very clear vision. Good management has led to a significant improvement in resources, and an interest and enthusiasm for the subject within the teaching team that manifests itself in teaching of good quality.
101. Improvement since the last inspection has been good. There is now sufficient time for the curriculum to be covered in Years 7 and 8, and there are well-planned opportunities for the use of ICT. The subject now makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Standards of attainment by the end of Year 8 are above average.
- Pupils' achievement is good, particularly the quality of construction and finish.
- Teaching and learning are good.
- Subject leadership is good.
- Accommodation, especially for food technology, is unsatisfactory.
- Pupils have insufficient opportunity to use CAD/CAM especially in the resistant materials area.

#### **Commentary**

102. Standards are above those typically expected by the end of Year 6 and when pupils leave in Year 8. Pupils enter the school with average skills in design and technology. They comfortably reach the expected level of attainment by the end of Year 6 and a significant number move beyond that level. The quality of work produced by higher-attaining girls and boys is better than that expected in Year 8, nationally. Design skills are well developed. Work produced by pupils in food and textiles is well presented, with practical outcomes that show a greater level of accuracy than is normally expected for pupils of this age. In resistant materials, pupils use a good range of materials well and the quality of finished work is above average. Pupils with special educational needs progress well, although some have difficulty with presentation of written work; this is often compensated for in the good quality of their practical work.
103. Girls and boys achieve well. They understand the design processes and apply their knowledge in all aspects of the subject. The higher-attaining pupils demonstrate a good understanding of the possible problems when attempting to realise complex designs. For example, one pupil

working on the design of an automaton recognised that multiple cams would be required to realise the design. The pupil described the possible solutions with authority. Those with special educational needs achieve well as a result of support from staff and the opportunity to work alongside some of the higher-attaining pupils. Even when design work proves challenging, the product is often of a good standard and indicates the effective development of pupils' practical skills.

104. Teaching and learning are good across the subject. Teachers have good subject knowledge which enables pupils to learn well. The guidance and well-prepared, accessible resources with which they are supported enable them to develop a good knowledge of the design-and-make process. Teachers plan effectively to ensure that all groups are able to make good progress. Support staff are suitably deployed. In the better lessons observed, objectives were clearly stated and displayed and left pupils in no doubt as to the high expectations teachers have of them. Learning is tested through effective questioning. In less effective lessons, activities do not always adequately challenge pupils so that those able to move on to more complex activities waste time. In these lessons, teachers use a limited range of methods and are over directive, providing insufficient pupil activities to keep all fully engaged. However, pupils experience very few lessons with these characteristics and appreciate the efforts of teachers to ensure that they are successful in the subject.
105. Overall, leadership is good. As at the time of the last inspection, leadership and management of the subject are shared. Both the leadership and the management in the food and textiles area are particularly effective. The shared arrangement remains successful. However, whole-school responsibilities restrict the time available for the management of resistant materials, and this situation constrains the pace of development.
106. Further improvements in the area are hampered by the inappropriate accommodation for food technology. The room is part of a main corridor, and procedures to ensure effective hygiene are sustained with difficulty. The resistant materials area lacks the resources to introduce pupils to vacuum forming methods and, overall, CAD/CAM facilities are inadequate.
107. The subject has made good progress since the last inspection. Those areas identified as good remain so; standards have improved and, despite the shortcomings in equipment, every effort is made to ensure good use of ICT.

## **VISUAL AND PERFORMING ARTS**

The focus was on art and design, but music was also sampled. Two music lessons were seen as well as a session of peripatetic tuition and some extra-curricular activities. Standards and the quality of teaching and learning were good. There are good opportunities for pupils to become involved in music making and the school has a good record of involvement and success in regional and national musical events.

### **Art and design**

Provision in art is **good**.

### **Main strengths and weaknesses**

- Teaching is of consistently good quality.
- Planning and resourcing of the subject are good.
- There are no opportunities for pupils to use ICT in their work.
- Accommodation is inadequate.



## Commentary

108. Standards in the current Year 6 match national expectations. Girls and boys of all abilities and ethnic backgrounds – including those with special educational needs - achieve well, because they follow a well-planned course, which initially focuses on basic art skills and colour theory. Most pupils paint well and begin to work independently through regular use of sketch-books. A structured approach to art appreciation enables pupils to make meaningful written responses.
109. Standards in the current Years 7 and 8 exceed national expectations. This represents good achievement for all pupils. Because drawing skills are well taught and regularly practised, pupils' work shows good development, including strong figure drawings from life. Most pupils use sketch-books well enough, sometimes to do their own research. They make well-constructed figures when exploring the work of the artist Giacometti. All pupils are able to produce sound design work for their colourful silk batiks. The use of ICT remains undeveloped in all years.
110. The quality of teaching and learning in art is good. Lessons are very well planned. They often have timed activities, producing a good pace of learning, and pupils are very productive. Demonstration is well used to teach specific skills. Pupils are expected to work hard and behave well. Their response is good and they generally apply themselves well to tasks. However, the small format of commercial worksheets sometimes constrains their response to the work.
111. The leadership of the subject is good. The subject leader provides very good subject expertise to lead teachers of this subject, some of whom are non-specialists. However, systematic arrangements for monitoring and developing teaching are not yet established. The accommodation is unsatisfactory. It limits the scale and range of work that pupils are able to develop. There is no provision to fulfil the National Curriculum requirement that pupils should have the opportunity to use ICT in their work.
112. Improvement since the last inspection has been good. The quality of teaching has improved and pupils' standards have risen. Higher attaining pupils are now sufficiently challenged. Some progress has been made in reflecting the art of other cultures but this remains sparse.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good, overall.
- Very good extra-curricular opportunities are provided.
- All pupils can access the subject, with the effective use of support staff in some cases.
- There are good, productive links with external sporting bodies.
- The monitoring of teaching and standards of work is unsatisfactory.
- The scheme of work does not show the levels to be expected for pupils of different abilities.
- There are insufficient opportunities for pupils to evaluate their own performance and that of others.
- Assessment data are not collected and recorded well enough to track progress easily.

## Commentary

113. It was only possible to see games during the inspection, but additional evidence was gained from pupils. They speak with enthusiasm about their experiences of athletics, gymnastics and outdoor activities, such as cross-country running.

114. Pupils enter the school with standards just below those typical nationally. They achieve well, and standards in all years are in line with national expectations. Good teaching and the very effective use of learning support assistants ensure that pupils with special educational needs achieve as well as others. Girls and boys of all abilities increasingly acquire and develop skills in and knowledge of a range of sports. In Year 6, pupils work hard to develop some good dribbling skills using a football. By Year 8, their skills have improved and the majority demonstrates increased co-ordination and ball control when they practise the volley shot in football. Less well developed are pupils' skills to evaluate critically their own performance and that of others. Also, pupils' understanding of how to make the most effective use of space is insufficiently developed by Year 8. For example, pupils playing netball crowd around the ball carrier and have to be reminded in lessons to spread out and position themselves more effectively.
115. The quality of teaching and learning is good, with an example of very good teaching in one observed lesson. In the best lessons, the teacher's good subject knowledge was used to devise a mix of increasingly challenging activities to motivate the pupils. One aspect of the challenge was the degree to which pupils were constantly asked to judge their own performance and that of others. In one lesson, the pupils were very motivated and made very good progress when the teacher required them to evaluate the quality of the performances they were producing. Teachers manage pupils skilfully and keep them working so that very little time is wasted in lessons. However, there are inconsistencies in the way that teachers plan exercises for pupils of differing potential in the subject. Also there is not a consistent approach to allowing pupils to evaluate their work in lessons, to practise literacy skills and to learn subject-specific vocabulary.
116. Leadership and management of the subject are satisfactory. Teachers work well as a team and benefit from effective policies and procedures. A very good extra-curricular programme that includes the use of professional coaches undoubtedly benefits pupils. Effective liaison is in place with external bodies, such as the high school and the local football club. These links are helpful to pupils' learning and achievement. The subject leader is aware of the need to monitor teaching and standards within the subject. More effective assessment arrangements that will enable better tracking of pupils' progress are planned. These should complement very good information to guide pupils to reach their individual targets for improvement. The recent addition of an all-weather court has prompted a review of subject planning. This does not yet extend to include guidance for teachers as to the expected levels of work for pupils of differing abilities, and how ICT (although not a statutory requirement) and citizenship are to be provided through the subject.
117. Improvement since the last inspection has been satisfactory, although standards remain at the same level. Learning is not helped by the poor internal accommodation. The hall gives restricted space for pupils to work in, and internal storage space is insufficient for easy access to apparatus.

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

Five lessons of personal, social, health and citizenship education (PSHCE) were observed across all year groups. The teaching, learning and achievement were good in three of these and satisfactory in two. Pupils were taught effectively to understand how to improve their work with the use of basic study skills. Year 6 pupils were given useful support about how to manage their lives and work in their new school.

## Citizenship

Provision in citizenship is **satisfactory**.

### Main strengths and weaknesses

- The school council enables pupils to participate well in their school community.
- The subject has been introduced successfully in PSHCE lessons, but links across the curriculum are lacking.
- Committed staff teach the subject in PSHCE lessons.
- Good target-setting procedures are in place.
- Citizenship is not yet provided across the whole-school subject curriculum.
- Assessment procedures do not enable the progress of pupils to be tracked.
- Teaching and standards are not monitored.
- There is no programme of visits or visitors to support the taught curriculum.

### Commentary

118. Citizenship is a required National Curriculum subject in Years 7 and 8. However, the school provides lessons for it in all years as part of pupils' combined course of personal, social, health and citizenship education (PSHCE) so as to provide good curricular continuity for the subject throughout the school.
119. There was little opportunity to observe the teaching of citizenship during the inspection but evidence was gained from discussions with pupils and staff, and from an analysis of pupils' work from last year. This revealed that standards in Years 7 and 8 are in line with national expectations. This constitutes satisfactory achievement by pupils, including those with special educational needs. Pupils of all abilities show increasing knowledge and understanding of what makes a good citizen and what are the accompanying responsibilities of being a member of a community. For example, in Year 6, pupils gain understanding of what is meant by anti-social behaviour, and this includes consideration of teasing and bullying. By Year 7, they are able to discuss and write about the effects of bullying. The pupils increase their knowledge well of children's rights and the law, and consider crime and misdemeanours, but some Year 8 work for higher attainers on the media is not challenging enough. Least secure is the provision of knowledge and understanding of citizenship by all subjects across the curriculum. Lessons in other subjects do not indicate the connections and implications for citizenship, although a comprehensive whole-school audit identified where other subjects might deliver aspects of citizenship. The subject is delivered occasionally, as one part of the PSHCE course. There is some provision through other subjects, such as history and religious education, but this is not well co-ordinated. In lessons in other subjects, pupils are not made aware of the implications of that work for citizenship.
120. The strongest strand of provision for citizenship is the active participation of pupils in their school community. This enables them to gain a good understanding of democratic practices at the grassroots. The school council has a high profile in the school and is effective. It has the confidence and endorsement of the pupils. During the inspection they were reading the manifestos of potential council members and voting for their choices. Pupils spoke of their support for the council; they recognised that the school listened to them and that the council did get things done. Pupils also take part in activities on behalf of various charities. They benefit, too, from some good opportunities to exercise responsibility within their own school community, such as being a "Befriender" and offering support to others.
121. The quality of teaching and learning, judged largely on the analysis of pupils' work, is satisfactory. A good mix of activities helps to motivate the pupils. Pupils spoke of their enjoyment of the opportunities they have to discuss matters that interest them. Teachers' marking is supportive and regularly carried out. However, there are too few comments that

help pupils to know what they have to do to improve their standard of work. In contrast, the half-termly target-setting procedure is better than in other subjects, and, with some good staff support, is effective in guiding pupils to improve in the subject.

122. The co-ordinator has successfully led and managed the initial introduction of the National Curriculum for citizenship. Detailed schemes of work to guide teachers have been written, and a team of committed teachers has been established. However, the monitoring of teaching is unsatisfactory. Some assessment procedures are in place, but they do not enable a cross-curricular tracking of pupils' progress in the subject. There is no programme of visits or visitors to enhance the curriculum. The subject offers very good support for the schools' spiritual, moral, and social programme through providing good opportunities for reflection on a range of personal and social issues. A key priority is now to co-ordinate contributions from all subjects to enhance pupils' knowledge and understanding of the subject.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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