

INSPECTION REPORT

HYRSTMOUNT JUNIOR SCHOOL

Batley

LEA area: Kirklees

Unique reference number: 107682

Headteacher: Mrs A Crines

Lead inspector: Mr Stephen Lake

Dates of inspection: 26 - 28 January 2004

Inspection number: 260677

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Junior
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	296
School address:	Highcliffe Road Batley West Yorkshire
Postcode:	WF17 7NS
Telephone number:	01924 326700
Fax number:	01924 326701
Appropriate authority:	The governing body
Name of chair of governors:	Mr George Speight
Date of previous inspection:	5 October 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average school situated near the centre of Batley. The area is one of high social disadvantage. However, many families do not claim their entitlement to free school meals and the percentage receiving these meals is broadly average. Other data from the local education authority indicates that the school is socially disadvantaged. Almost all of the pupils are from an Asian background (98 per cent), this is very high. Almost all pupils (95 per cent) have English as an additional language. Although only eight pupils are at an early stage of English language acquisition, many more pupils are not completely fluent in English.

Forty-six pupils are on register of special educational need for a wide variety of reasons, mainly learning difficulties. This is 15.5 per cent, which is broadly average; however, the current Year 6 has an above average number of pupils with special educational needs. The school has a Healthy School Award and received a School Achievement Award in 1999/2000.

Attainment on entry to the school is below average according to national assessments results of pupils aged seven.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22191	Stephen Lake	Lead inspector	Mathematics Information and communication technology Art and design Physical education
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24027	Barathi Kutty	Team inspector	Science Design and technology Music English as an additional language Special educational needs
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	18
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **moderately effective** school that provides a satisfactory quality of education. The quality of teaching and learning is good overall but inconsistent. Pupils' achievement overall is unsatisfactory but improving, especially in Years 3 and 5. The head provides good leadership but the quality of leadership and management is satisfactory overall. The governance is satisfactory. The school gives satisfactory value for money

The school's main strengths and weaknesses are:

- Standards of attainment are too low, especially in English and mathematics, and pupils are not achieving well enough in relation to their attainment at age seven
- Pupils' speaking and listening skills are well below average
- Teaching is good as a result of the consistently good teaching in Year 3 and Year 5 where pupils achieve well
- The provision for special educational needs is good
- Teachers in Years 4 and 6 do not have a good enough understanding of how to improve pupils' speaking and listening skills
- The school cares for pupils well
- The good provision for the personal and social development of pupils results in very good behaviour and good attitudes to school
- The headteacher has a very good understanding of the strengths and weaknesses of the school and provides good leadership but the leadership of the deputy head and senior management team is not effective enough to support her in moving the school forward
- Links with parents are good

Improvement since the last inspection is satisfactory. Standards of attainment have declined in English, although they have remained the same in mathematics, risen in science and improved significantly in information and communication technology (ICT). Most of the key issues of the last inspection have been dealt with effectively. Religious education meets the requirements of the Locally Agreed Syllabus due to good support from the local authority. Monitoring of the curriculum is better. The role of the deputy head has improved but not enough to provide suitable support for the headteacher in raising standards of attainment. Governors are now suitably involved in the running of the school. The capacity for improvement is satisfactory.

STANDARDS ACHIEVED

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

*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.*

The table above shows that pupils did not achieve well enough in the 2003 national assessments. The trend in the school's results is broadly in line with national trend although dropping a little over the last few years. The school did not meet the targets set for English and mathematics in 2003. The figures above do not give a completely accurate picture of the school. The school's internal tests show achievement better than that shown in the table although still **unsatisfactory overall**. Attainment on entry varies from year to year overall it is below average. Some pupils with no English join after this age.

The inspection finds that standards in Year 6 are close to average in science and ICT although too few attain above this level. Pupils achieve well in these subjects. Standards in English and mathematics are below average and achievement is unsatisfactory. Pupils' speaking and listening skills are well below average. Standards in religious education are in line with the Locally Agreed Syllabus. Too few pupils are attaining above the average and this holds down overall attainment. Pupils with special educational needs are achieving well in relation to the targets set for them. Pupils at an early stage of English language acquisition make good progress when taught by the specialist teachers but, given that almost every pupil has English as an Additional Language (EAL), progress overall is unsatisfactory. It was only possible to sample other subjects but much good work was seen in art and the work seen in other subjects was average.

Pupils' spiritual, moral, social and cultural development **is good**. As a result, pupils behave very well and have **good** attitudes to work. Attendance is satisfactory when allowance is made for religious holidays, but too many pupils take extended holidays and this affects standards of attainment when they return to the school.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. The quality of teaching is **good overall** as a result of the consistently good teaching in Years 3 and 5. Teaching in Years 4 and 6 is satisfactory. The quality of teaching by teachers supporting EAL is consistently good and the work of the support assistants is good. The quality of the curriculum is satisfactory, but good opportunities are provided to enrich the curriculum through clubs, visits and visitors. The care and support provided for pupils is good and links with parents are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The headteacher has a good educational vision and high aspirations for the pupils. She provides good leadership. However, the support provided by the deputy head and senior management team is not effective enough and the leadership of these key staff is unsatisfactory. Many subject co-ordinators manage their subjects well. The provision for special needs is managed well. The management of support for pupils with EAL is satisfactory, although not enough guidance is given to class teachers. The governance of the school is satisfactory. Governors have a sound understanding of the strengths and weaknesses of the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils like the school. Parents feel welcome in the school. Pupils are happy and say they feel secure.

IMPROVEMENTS NEEDED

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

- Raise standards of attainment, especially the standards of speaking and listening
- Improve the effectiveness of the senior management team, especially the deputy head
- Raise the quality of teaching in Years 4 and 6 to match that in Years 3 and 5

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is improving. In Years 3 and 5 it is good, but overall achievement by the end of Year 6 is unsatisfactory. Standards are below average overall. Girls and boys attain equally well over time

Main strengths and weaknesses

- Achievement is improving as a result of the action taken over the last few years
- Standards are too low in English and mathematics, especially pupils' speaking and listening skills which are well below average
- Pupils achieve well in science
- Pupils with special educational needs (SEN) achieve well
- Assessment information is not always used effectively enough
- Pupils' attainment is often affected by extended holidays

Commentary

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

Standards in:	School results	National results
English	25.1 (25.4)	26.8 (27.0)
mathematics	25.9 (26.4)	26.8 (26.7)
science	27.7 (28.1)	28.6 (28.3)

There were 78 pupils in the year group. Figures in brackets are for the previous year

1. Pupils with EAL make up about 95 per cent of the total school population. Of this 2.7 per cent are new to English language. Therefore no separate judgement is given for pupils with EAL as all general judgements apply apart from those who are at an early stage of English language acquisition. When the current Year 6 cohort entered the school at the age of seven their attainment was below average in reading and writing and above average in mathematics. Overall attainment was below average. This is changing and the attainment of the current Year 3 cohort is broadly average. The national assessments results for the last year do not give a complete picture of this school. Many pupils had taken extended holidays in the period before the tests and this affected the results a little. Changes in the tests last year also affected those pupils with English as an additional language. Although progress is unsatisfactory for the 2003 Year 6 cohort, over time the test results show that pupils make satisfactory progress. The good support for pupils with special educational needs enables them to make good progress and achieve well. Over time boys and girls attain equally well, although this varies from year to year.
2. Attainment is below average in the core subjects of English and mathematics. Attainment in science has been low for several years but, as a result of efforts to improve the provision in science, achievement is now good with many pupils working at the expected level. Overall attainment in science is kept down as too few pupils are working above the expected level¹. The overall performance of the school, as shown by national assessment results, is below what it was at the time of the last inspection. The main reason for this is the drop in English standards, which is quite significant. Examination of the work of pupils in younger year groups

¹ On levels. The national expectation is that most pupils at the end of Year 6 will achieve a Level 4. Those who attain a Level 3 are attaining below average and those who attain a Level 5 are attaining above average. In order for attainment overall to be average it is expected that around 20 per cent of pupils will be achieving Level 5.

shows that standards are rising. Taking all factors into consideration, improvement since the last inspection is satisfactory as standards have risen significantly in ICT and religious education.

3. National assessment results show that attainment over time is well below the average for similar schools. This is still the same overall picture with just small variations due to cohort difference. The trend in the school's performance is rising in line with the national trend.
4. Attainment in ICT has improved significantly since the time of the last inspection as a result of good subject management, improved resources and good support to improve teaching. ICT is used satisfactorily to support learning in some subjects such as art, but overall the use of ICT in most subjects of the curriculum is unsatisfactory.
5. Pupils' weak literacy skills limit attainment in other areas of the curriculum. For example, in science, pupils' attainment is held down by the difficulties they encounter when trying to explain the results of an investigation.
6. Attainment in religious education is satisfactory and meets the requirements of the Locally Agreed Syllabus. This is a significant improvement that has come about as a result of good support from the local education authority adviser for religious education.
7. Achievement overall is unsatisfactory amongst the pupils in Year 6. Pupils in this cohort entered the school with standards that were below average in the 2000 national assessments at age seven. Attainment in science was well below average on entry. It is now close to average although below because too few pupils attain the higher levels. Nevertheless this represents good achievement in this subject. In mathematics, pupils' national assessments at age seven were above average and for the same cohort are now below average although close to it. Achievement for this cohort is unsatisfactory. However, the achievement of younger pupils in the school is satisfactory as the effect of the professional development in mathematics and some changes in teachers have had an effect. Achievement in English is unsatisfactory amongst pupils in Year 6. The initiatives brought in by the new co-ordinator and the changes in teaching staff mean that attainment of younger pupils is improving but it is too early for all of the initiatives to show an effect. Pupils are achieving well in religious education and satisfactorily in information and communication technology. Pupils with special educational needs are achieving well in relation to targets set for them.
8. Pupils with EAL who are at the early stages of English language acquisition make good progress because most class teachers and the specialist staff take particular care in catering for their specific language needs. The focused support group which includes mainly Pakistani pupils do equally well because of the quality of support they receive from the specialist teachers and the support staff. However, pupils who are becoming more proficient in English language, which make up a large proportion of pupils in each year group, do less well in some classes because of the lack of opportunities they have to develop their 'talk' and apply their skills. This is an identified area for further development.
9. The table below summarises the changes in the school since the time of the last inspection and confirms judgements on the current Year 6 cohort.

Subjects	National assessments at the time of the last report (where applicable) and report comments	2003 national assessments	Achievement	Attainment and achievement of current cohort together with comments.
English	Average points score was 25.9. Pupils were highly skilled in speaking and listening, and had well developed reading skills	Average points score was 25.1. The national score had risen by 0.4 and the school's score dropped by 0.8. This means that pupils are on average a term further behind all schools than at the time of the last inspection	Pupils achievement is unsatisfactory	The attainment of the current cohort is below average and well below average in speaking and listening. A particular problem is that not enough opportunities are taken with the oldest pupils to ensure that pupils always understand what it is they are told.
Mathematics	Average points score was 25.9	Average points score was 25.9. In the same period national scores went up by 0.5 points	Pupils achieve satisfactorily according to the school's own assessments but, compared to attainment in Year 2 assessments, pupils are not achieving well enough in Year 6. Achievement in Years 3 and 5 is satisfactory	The current cohort entered the school with above average standards. Attainment is close to average but too few pupils are attaining above this level and this is holding down the overall scores.
Science	Average points score was 26.2	Average points score was 27.7. This is a significant improvement	Pupils achieve well. The current cohort entered the school with attainment in science well below average and it is now close to average	Attainment is rising rapidly. Pupils' attainment in investigative science is held down by their unsatisfactory literacy skills
ICT	N/A but deemed well below average in the report	N/A	Pupils achieve satisfactorily. Rapid progress has been made in just a few years but it is inconsistent	Changes in the requirements for ICT mean that the improvement since the last inspection is quite significant.
Religious education	N/A but deemed below average in the report	N/A	Achievement is good. Many pupils are withdrawn from religious education in Years 1 and 2 and by Year 6 most pupils are working at the level expected	A good improvement since the last inspection

10. In other subjects of the curriculum it was only possible to sample a small amount of work. The samples, including pupils' previous work and displays around the school, indicate that attainment is above national expectations in art and broadly average in all other subjects of the curriculum.

11. The procedures for assessment are satisfactory, but the information is not always used effectively enough. Sound use is made of assessment information to place pupils in sets for English, mathematics and science. However, the range of ability within these sets is still quite wide and some teachers do not take enough account of this when setting work for the pupils. Although not one of the major factors, this is limiting attainment a little, especially in some Year 6 classes.
12. School records show that many pupils are taken out of school on extended holidays. This is having a detrimental effect on attainment, particularly pupils' speaking and listening skills. In the last school year a significant number of pupils were absent from the school for a long period and returned shortly before the 2003 national assessments. As a result, they did not do as well as they should in those assessments and this holds down the school's performance overall.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and behave **very well** and they are supported **well** in their personal development. Their attendance at school is **satisfactory** and they are **very** punctual.

Main strengths and weaknesses

- Pupils can be trusted very well to behave around school and in lessons
- Pupils are very positive when given responsibilities
- Pupils, particularly boys, do not have enough confidence to show their initiative or express their opinions and feelings spontaneously
- The school helps pupils very well to appreciate their own and others' cultures
- The school does all it can to encourage attendance and punctuality and monitors it very well

Commentary

13. Pupils come to school with high standards of behaviour and this is maintained very well within school. There is no inappropriate behaviour in lessons that stops the other pupils from learning. If teachers ask them to work in groups they work very well together and help each other. They respond promptly when teachers give them instructions. They play very well together outside and enjoy taking part in the activities provided in clubs. They are very polite and welcoming to visitors. There were no exclusions in the last year. The attitudes to work of pupils at an early stage of English language acquisition are good. Their work is always well presented. The support and encouragement offered by teachers and the support staff help pupils to participate actively in most lessons.
14. When given the chance, pupils show how mature they can be. The older girls, in particular, are very well aware of the importance of their roles as school councillors. All the boys and girls in the council are proud of their achievements and rightly so. They know that what they are doing is for the benefit of everyone in school. Pupils also very willingly help around school such as to supervise younger ones in clubs or to clear up in the dinner hall. In different situations, such as in lessons, the oldest boys especially do not have enough belief in themselves to make suggestions or to talk about what matters to them. This is because they are not given enough chances to make their own choice about what they could do.
15. The school respects the home values and the cultures which pupils have. At the same time it makes them very well aware of the different cultures and ways of life around the world as well as in this country. They learn about these from a wide variety of opportunities. These range from the theme of apartheid in South Africa used in assemblies to a lively and colourful display of art work on wedding ceremonies throughout the world and also to visits to study life in Tudor England. Because of these pupils learn very well to understand the differences and similarities of people with different ways of life.

16. Any unexplained absence is followed up very promptly and this reinforces to parents very well the importance the school places on their children attending regularly. They arrive at school in very good time in the morning. The school records and checks reasons for absence very carefully. Although, statistically, absence is below the national average, it is satisfactory overall and compares well with other schools in the area. The school respects the fact that a large number of parents keep their children off school at Eid, for example, and such observance affects the school's overall attendance rates. In addition, too many parents take their children on extended holidays so that they miss out on their education.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.4
National data	5.4

Unauthorised absence	
School data	0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education offered by the school is **satisfactory**. The quality of teaching is **good** overall. The quality of the curriculum is **satisfactory**. The care guidance and support offered to pupils is **good**. The links with parents are **good** and links with other schools and the wider community are **satisfactory**.

Teaching and learning

The quality of teaching is **good** overall as a result of the good and **very good** teaching seen in Years 3 and 5.

Main strengths and weaknesses

- The quality of teaching in Years 3 and 5 is consistently good
- The specialist teaching provided for pupils with EAL is good
- The teaching of pupils with special educational needs is good

Commentary

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (17%)	21 (45%)	16 (34%)	2 (4%)	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.

17. The quality of teaching varies throughout the school. In Years 3 and 5 no unsatisfactory teaching was observed and almost all of the teaching was good or very good. As a result, pupils in these year groups learn well and this is a key factor in the better achievement apparent in these classes. Key factors of the good quality teaching observed are:
- Very good relationships between teachers and pupils
 - Continual assessment used to match work closely to the needs of all pupils including in ability sets where there is still a wide range of ability
 - Very good use of teaching assistants and support teachers to work with targeted groups of pupils
 - Good subject knowledge

- Brisk pace that keeps pupils engaged in learning

The large amount of good teaching seen in Years 3 and 5 means that teaching overall is good. A particular feature of the teaching in Years 3 and 5 is the high emphasis on speaking and listening in all subjects. This is a significant factor in the good learning taking place in these year groups. However, the effect of some of this teaching has not yet had time to impact upon attainment in Year 6.

18. The only unsatisfactory teaching was observed in Years 4 and 6. However, in many otherwise satisfactory lessons some of the characteristics of the unsatisfactory lessons were present. These included:

- Teachers talking at pupils for too long without checking that all pupils have understood what they are being told
- Insufficient checking that pupils understand the words used on worksheets and in textbooks
- Slow pace that does not ensure consistent learning
- Not enough use of on-going assessment to adjust work to match the needs of individual pupils

A key factor preventing more unsatisfactory teaching than was observed is the way in which specialist teachers work with some class teachers and support them in delivering lessons. This joint teaching means that some of the weaknesses that would otherwise make the lesson unsatisfactory are reduced due to the input of the skilled specialist teachers.

19. The quality of teaching offered by the specialist support teachers for EAL is consistently good throughout the school. This is because they use the resources and questioning strategies well to develop pupils' understanding of the language structure. There is good teamwork between the class teachers and the support staff. However, the support offered by the class teachers varies from satisfactory to good. It is good in Years 3 and 5 because teachers in these classes use a range of methods to extend pupils' knowledge about the use of English language as well as their enjoyment in learning. In one of the very good English lessons observed in Year 3, the teacher encouraged pupils to pose questions to Elmer the elephant and insisted on using interesting words they had learned through the story. Pupils who are in the lower set are beginning to use words such as 'tiptoed' and 'sneaked out' when asking questions.
20. Pupils with SEN make good progress towards their targets because they are well supported in lessons. The support staff know their pupils' needs well and offer appropriate support and intervention. This helps pupils to develop their independence and confidence in learning. Class teachers deploy the support well and there is much teamwork between the support staff and class teachers that enables these pupils to learn well. The Individual Education Plans (IEPS) include smart targets and strategies and resources to support them. However, in some instances the strategies identified could be sharper in relation to the targets set. There is evidence of systematic review of pupils' progress. The targets are shared with parents and the support and guidance offered to parents are effective. There is little evidence of pupil involvement in evaluating their progress.
21. A great deal of assessment information is available to teachers. In many classes this is used effectively to plan work matched to the needs of pupils. In some of the lessons in Year 6 and Year 4 where pupils are set into groups the assessment information has been used effectively to construct these groups. However, each set still contains a wide range of ability and teachers are not always using assessment information well enough to vary the work with the groups so that all pupils learn effectively. This is a particular problem in relation to the speaking and listening skills of pupils and is a key factor holding down attainment in this aspect of English at age 11. This is also a key factor preventing more lessons being of a higher quality.

The curriculum

Curriculum provision is **satisfactory**, meets statutory requirements, and is accessible to all pupils. There are good opportunities for enriching pupils' learning including visits, and visitors to the school. The match of staff to the curriculum, and the quality of accommodation and resources, are good overall.

Main strengths and weaknesses

- Good improvements in planning and monitoring of curriculum since the last report
- Inappropriate provision for developing speaking and listening skills
- Provision for special educational needs is good
- There is good personal, social, health and citizenship education (PSHCE) provision for pupils
- There is a good range of extra-curricular activities
- Accommodation and resources are good overall, providing good support for pupils' learning

Commentary

22. The broad curriculum meets the statutory requirements. There are now long and medium term plans in place to support teaching in all subjects including PSHCE. Criticisms noted in curriculum planning in the last report, for ICT, and for religious education, have been met, with a major input by the local education advisor for religious education contributing strongly to this.
23. The good PSHCE programme is supported well by regularly timetabled lessons. These include 'Circle time', when pupils can discuss feelings and problems together in a supportive and secure class environment. Lessons like these often provide good opportunities for pupils to develop their speaking and listening skills. However, overall, there are insufficient opportunities to help pupils to develop their vocabulary and oral communication skills. Incorrect use of tense, and other grammatical inaccuracies in expressing ideas, is an impediment to progress for many pupils. Guided reading lessons have been recently introduced, but these do not provide much opportunity for speaking and listening. The school recognises the cultural background of the pupils by organising single sex swimming classes. However, this does create problems in other areas of the curriculum by limiting the way in which some other lessons can be organised. For example, religious education has to be taught twice in that year group, once to the boys and once to the girls. This takes up twice as much time as it would normally.
24. The provision for pupils with special educational needs is good. The support staff ensure that these pupils are fully included in lessons and provide good support in all situations. The resources for SEN are good and they were reorganised recently to offer easy access for staff and pupils. There is very little evidence of use of ICT to support the learning of pupils with special educational needs.
25. The curriculum is greatly enriched by a wide range of extra-curricular activities. The school day has been carefully organised, to enable parents to meet other commitments, and also to allow time for the well-supported after-school clubs. Outside visits are also used well to extend learning. There is a residential visit to Cliffe House, and to other places of historical and geographical interest. These motivate pupils well and support learning.
26. The accommodation provided is good overall and greatly improved since the last report. There are spacious shared areas, and specialist areas such as music and design and technology rooms. However, the recently developed computer suite is cramped. The school recognises the lack of convenient wheelchair access to some classrooms. Most staff are well established at school, and skilled support staff are very effective in supporting pupils with special educational needs and those for whom English is an additional language. Resources are good and they are used well to offer pupils visual and verbal prompts to develop their language skills along with their knowledge about specific subjects. The school is a very

attractive and stimulating environment overall. However, this is inconsistent and some classes have too little pupils' work on display to celebrate achievements.

Care, guidance and support

The school's attention to pupils' care, welfare, health and safety is **good** overall. They are given **satisfactory** support, advice and guidance based on monitoring. They are involved **very well** by the school and similarly it values and acts on their views very well.

Main strengths and weaknesses

- Pupils are able to make a very good contribution to the work of the school by their involvement in the school council
- Pupils feel well cared for and are happy in school and parents are confident that this is so

Commentary

27. The school council is very well established and plays a significant part in making improvements in and around school. Pupils play a full part in the council, are elected to responsible roles and run the meetings themselves, with teachers taking a back seat. They see impressive results from their democratic decisions and are proud of them. With the support of the school they have in past years persuaded local town councillors to take positive action to make the road outside the school safer for everyone from car accidents. Inside the school they have successfully campaigned for new toilet facilities. The school regularly surveys pupils' opinions, particularly if the council has noticed any significant issues being mentioned in the class suggestion boxes.
28. Pupils know that there are adults in school who they can trust and who will help them. Parents feel they are happy and that they do not have problems there. There are good arrangements for them to be cared for if they have an accident or are feeling unwell. Supervision around the site is good and staff know who to report to if they feel a child is at risk.

Partnership with parents, other schools and the community

Links with parents are **good**, as are those with the community. The links that the school makes with other schools and colleges are **satisfactory**.

Main strengths and weaknesses

- The range and quality of information to parents is very good
- There are good links with the community, both socially and to help pupils with their education

Commentary

29. The school places great importance on making sure that parents get all the information that they should have. All the formal documents contain everything they ought to. In addition to the pupils' annual reports, parents receive summary reports at parents' evenings that give them a good, basic overview of how their children are doing. Parents like to come to these meetings. Newsletters go out regularly, both general ones and those specifically to tell parents what their children are learning in certain subjects. The school has helpful booklets on literacy and numeracy and workshops have been held where parents have expressed an interest. Staff are regularly on site who are very willing to translate if this is needed. The school also holds an informal parents' forum in order to find out what parents need to know. In addition it is used very well to find out, among other things, how it can be accommodating to their needs in the local community.

30. The local community shares its resources well and pupils, for example, have easy access to an all-weather sports pitch belonging to a local club. This benefits pupils well at playtime and when they have organised games. Local women like to use the school field in the summer to play cricket and the school is happy that they should do this. Pupils in Year 6 also have the benefit of a link with a local biscuit factory which helps them well in their design and technology and history projects.

LEADERSHIP AND MANAGEMENT

Leadership and management is **satisfactory** overall. The headteacher provides **good** leadership and management but the contribution to leadership of the senior management team is **unsatisfactory**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher has a very clear educational vision and high aspirations for the pupils
- The contribution to leadership by the deputy head and senior management team is unsatisfactory
- Many co-ordinators manage their subjects well
- The management of special educational needs is good

Commentary

31. The headteacher leads the school well. She has a good understanding of the strengths and weaknesses of the school and manages these well. However, she does not have enough support in leadership from the deputy head and the senior management team. The deputy does not lead the senior management team effectively, and as a result, the team is not sufficiently focused on innovation or creativity that will help raise standards of attainment. The role of the deputy head was an issue in the last inspection. His role has clearly improved since then but in areas more concerned with lower level management and with the help of the local education authority. The improvement in the key leadership role required of this important post is not enough and remains a key issue for the school to deal with.
32. The school's self-evaluation is satisfactory. The headteacher and staff have correctly identified the need to improve pupils' writing skills and the need to improve pupils' speaking and listening skills. However, the full effect of the issues of speaking and listening have not been analysed in terms of the way they impact upon pupils' writing skills. Attainment is monitored effectively by the assessment co-ordinator through analysis of data but this information is not used consistently in classes to improve standards by matching work planned closely to the needs of pupils. The headteacher is aware of these inconsistencies through her monitoring but the senior management team do not have a full enough understanding of the need to ensure that all teachers use assessment information correctly.
33. Many subject areas are led well. The co-ordinator for science has a good understanding of the role and has identified the key factors limiting attainment in science. The measures put into place have proved effective in raising standards. The new English co-ordinator has a good understanding of the role and is already starting to make a difference, although it is too early to judge the full effectiveness of her leadership and management. The mathematics coordinator has a sound knowledge of the areas causing difficulty to Year 6 pupils taking national assessments but has not analysed fully the factors leading to this, namely the difficulty that some pupils have with language. This limits the effectiveness of the strong drive to improve standards.
34. Special educational needs is led and managed well. The co-ordinator (SENCO) has a good understanding of the role and manages the team of support assistants well. This is a key factor in the progress made by these pupils. The co-ordinator has done a lot of work to improve the provision. She has used the budget effectively to offer support for staff on IEP

writing. As a result, the quality of IEPs has improved. She has established effective links with outside agencies and other SEN co-ordinators in the area to share good practice.

35. The management of EAL is satisfactory. The co-ordinator has analysed pupils' progress using the LEA language scale and identified a specific group for targeted support. This is effective in raising standards for this specific group. No guidance or training is offered to staff on teaching English as an additional language.
36. Recruitment of staff is sound. Over the last few years the headteacher and governors have managed to recruit staff with a good understanding of the needs of pupils in a school where most pupils have English as an additional language and this is a key factor helping the improvements in achievement seen in some year groups.
37. The governance of the school is satisfactory and has improved since the last inspection. Governors have a satisfactory understanding of the key strengths and weaknesses of the school. They are supportive of the headteacher and have suitable methods for finding out about what goes on in the school. All statutory requirements are met. Budget planning is effective and a strong element of the governing body's work. However, the school finds it difficult to recruit parent governors. Turnover is high and vacancies exist at present. This limits the ability of the governing body to improve further.

Financial information for the year April to March 2003

Income and expenditure (£)		Balances (£)	
Total income	827,701	Balance from previous year	61,927
Total expenditure	842,178	Balance carried forward to the next year	46,071
Expenditure per pupil	2,955		

38. The very high level of pupils with EAL and the level of deprivation in the catchment area are significant barriers to learning. The school deals with these effectively. It provides additional support for pupils with EAL and runs a breakfast club every morning for those pupils who require that level of support. Additional support is given incidentally through providing facilities for groups of mothers to meet in the school for sewing groups. This encourages parents into the school and strengthens the community links in a way that benefits pupils.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are not achieving well enough by the age of 11
- The insufficient emphasis placed on speaking and listening skills, especially in the later stages of the school, limits standards attained in writing and in other subjects
- The quality of teaching is good overall, and some successfully promotes higher levels of participation by pupils in learning
- The library and reading areas in classrooms are well resourced
- Marking in some classes fails to give pupils feedback upon how well they are doing and how they can improve
- Some recent curriculum innovations are helping to raise standards

Commentary

39. Standards in the 2003 national assessments were well below the national average compared to all schools, and to similar schools. This is lower than at the time of the last inspection. Pupils' achievement is also unsatisfactory on the basis of their attainment in national assessments as seven-year-olds. Some pupils with no English join the school after this age. Inspection evidence finds that standards in Year 6 are below average in writing, and well below in speaking and listening. However, many pupils can read text satisfactorily, but have not developed higher order reading skills. Pupils' handwriting and presentation of work are usually good in quality.
40. The school has identified writing as a current curriculum focus, and speaking and listening to be a focus in the next academic year. However, standards in speaking and listening are well below average. This hinders pupils' ability to attain higher standards in writing as well as in other subjects. In some classes there are limited opportunities for pupils to increase their confidence in speaking and develop their ability to express their thoughts clearly, using a widening vocabulary and grammar correctly. Observations of the recently introduced guided reading lessons showed very minimal opportunities for speaking and listening by pupils. There is no timetabled class time for speaking and listening, although there are valuable opportunities made in some lessons, such as geography, religious education and PSHCE (personal, social, health and citizenship education), when pupils are encouraged to discuss together.
41. Many pupils in Year 6 have developed sound reading skills. They can decode the text and read fluently. Some talked enthusiastically about their favourite authors, such as J K Rowling, Gervaise Phinn, Jacqueline Wilson and Dick King Smith. A few spoke of using the local library as well. Pupils cited the use of the school library to support work in various subjects, such as geography, design and technology, English, and religious education. However reference skills, and other higher order reading skills to access the meaning in text, are not well developed. This blunts their performance in writing, and impedes their attainment at higher levels in mathematics and science.
42. The school is currently focusing upon raising writing standards. Throughout the school pupils often are able to develop their writing skills when recording their ideas and observations in other subjects, such as religious education and design and technology.

43. The quality of teaching and learning in lessons is good overall, with just one unsatisfactory lesson seen (in Year 6). Good classroom management consistently supported pupils' learning throughout the school. In some lessons, more commonly in Years 3 and 5, teachers used approaches to consciously increase pupils' participation, and many provided speaking and listening opportunities, such as 'Discuss with partner', 'thumbs up if you feel you have learnt this well', the use of individual whiteboards, and the use of 'mind maps'. In some classrooms, stimulating displays support pupils' learning by providing text-rich environments, with variety in styles, fonts, size, and media. They also ensure a good representation of the pupils' own work is on display. However, this is inconsistent and some classes have too little pupils' work on display.
44. In some classes marking does not give enough information to pupils about how they can improve their work. Too much work is just ticked. In these classes this lack of helpful comment is a key factor holding down attainment. In contrast, in the best lesson, teachers continually check on how well pupils are doing and adjust the lesson to ensure that good learning takes place. Some teachers consistently use responses from pupils to model full sentences and appropriate expression.
45. Not enough has been done since the last inspection to identify the causes of low performances in national assessments. This has been a contributory factor in the low standards, and in the decline in the quality of provision since the last inspection. This is changing. The new subject leader has been in post since the beginning of the academic year, and helpful innovations and developments to improve standards have been introduced. Some of these, such as Talking Partners, support pupils at an early stage of language acquisition.

Language and literacy across the curriculum

46. Pupils make effective use of their literacy skills in other subjects. Some activities are chosen to promote speaking and listening well, such as a geography 'planning game' (Year 6), and reviewing 'health and dangers' (Year 5 PSHCE). However, overall, there are too few opportunities to encourage speaking skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average and achievement is inconsistent
- The quality of teaching is inconsistent
- Too few opportunities are provided to develop mathematics across the curriculum

Commentary

47. Standards of attainment are below average by the end of Year 6. This is lower than in 2003 but the current cohort contains a high percentage of pupils with special educational needs. The current Year 6 cohort entered the school with standards in mathematics that were above average according to the 2000 national assessments for pupils aged seven. Several pupils joined this cohort after that time and those pupils were at an early stage of English language acquisition. Tests given to that cohort in Year 3 showed lower standards than those indicated by the national assessments. Taking all these factors into consideration, the attainment of this cohort on entry appears to be closer to average rather than above average.
48. Pupils in the current Year 6 cohort are not achieving well enough. However, pupils further down the school are achieving better. Evidence points to several factors affecting achievement:

- Professional development for teachers in mathematics has helped to raise the quality of teaching in the last few years. This has not had sufficient time to have an effect upon the current Year 6
 - The current Year 6 spent a year in very large classes which limited progress a little
 - Many pupils are working at the expected Level 4 and some are working at the higher Level 5 but too few pupils are secure at the higher level and this is holding down attainment overall
49. The quality of teaching was identified by the subject co-ordinator as an area for development and almost all teachers have now undertaken continuous professional development. This has clearly impacted upon many teachers positively as much of the teaching seen in mathematics was good. The best teaching was seen in Years 3 and 5 where every lesson seen in mathematics was good or better. The key factors in these good quality lessons are:
- A high emphasis on explaining the work and ensuring that the pupils actually understand. Given that almost all of the pupils have English as an additional language this is vitally important in maintaining the pace of lessons. Particularly good practice was seen in those lessons where the teaching also supported the development of pupils' literacy skills. In these lessons the teacher insisted that pupils answered questions in complete sentences and then wrote the answer to a problem using a complete sentence. For example, when interpreting data the teacher insisted that pupils stated clearly - '*The corned beef is 200 grams heavier than the pasta*'. The pupils then wrote this out correctly. In another example, for a more able pupil, this was also linked to the number sentence and for the most able in a variety of ways, e.g. $600\text{g} - 400\text{g} = 200\text{g}$ or, again, $400\text{g} + 200\text{g} = 600\text{g}$. This type of modelling and insistence upon correct language was seen in almost every lesson in Years 3 and 5.
 - Teachers' very good subject knowledge in the best lessons helps them to ensure that a variety of methods are used to motivate and stimulate pupils.
 - Assessment of pupils in the best lessons is continuous through good questioning and checks on pupils at regular intervals. This information is then used to change planning for the next lesson, as happened in a Year 5 lesson. The teacher identified from marking that many pupils were not showing the working out when using adding on to complete a calculation. As a result, they were making apparently careless mistakes. She modified the next lesson to ensure that all pupils really understood what they were doing and, as a result, more pupils completed the work quickly.
50. Although no unsatisfactory teaching was observed, many of the satisfactory lessons had areas for improvement that are holding down the overall attainment of pupils. The key factors that need improving are:
- In too many lessons, especially with the oldest pupils, not enough time is taken on mental and oral mathematics to ensure that pupils really understand what they are doing. When this extends to group work where pupils are reading from a textbook this can slow the pace of learning as pupils take longer than usual to get the understanding of a question even though they can read the text. This is related to the level of pupils' overall language ability as additional language speakers.
 - Assessment information is not used well enough to match work to the needs of the pupils. This was seen in two ways. Pupils are split into ability sets for mathematics. However, pupils' language needs mean that even within these sets there is a wide range of ability. Despite this, in many lessons all pupils are given the same work. This contrasts starkly with the very good practice seen in the lessons in Years 3 and 5. Examination of pupils' books showed pupils with very well-presented work that is always correct but is just marked with a tick and no comment. It is very clear that these pupils are not being challenged enough and are capable of more difficult work.
 - In some pupils' books a high standard of presentation is expected but considerable time is wasted by expecting pupils to copy questions neatly into their exercise books rather than

concentrating on solving the problems. This slows the pace of work and pupils do not achieve well enough where this is happening.

Mathematics across the curriculum

51. Not enough evidence was seen of pupils using mathematics across the curriculum, although some use is made of pupils' mathematical skills in science when compiling results and drawing graphs. Few classrooms have any significant amount of pupils' mathematical work on display and links across other subjects are not clearly set out in planning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is generally good and pupils achieve well
- Specific focus on developing pupils' use of scientific vocabulary and their ability to explain their findings
- Pupils' enthusiasm for the subject
- The leadership and management
- Insufficient opportunities to pose questions and set up investigations
- Insufficient use of ICT to support science

Commentary

52. Standards in science were below average in 2003. Attainment on entry to school is below national average. The inspection evidence indicates that pupils achieve well in lessons and a significant proportion of pupils are set to attain the expected standards by the end of Year 6 but very few attain standards beyond this. Therefore, the overall standards in science by the end of Year 6 will be below the national expectations, and similar to those found in 2003. This is an improvement since the last inspection.
53. Pupils with special educational needs make good progress in relation to their prior attainment. The support staff know their pupils well and use this information effectively to offer appropriate adult support and intervention. Pupils who are at the early stages of English language acquisition do equally well due to the quality of support offered by the support staff and class teachers, as in Year 5, where the teacher explained things in Punjabi and then in English for one of the pupils, ensuring that he learns the appropriate vocabulary by encouraging him to repeat what she had told him. Weakness in pupils' literacy skills, together with a lack of challenge in some lessons, results in very few pupils attaining higher levels than expected. No differences in achievement were observed between boys and girls.
54. Pupils in Year 3 are encouraged to talk about their own experiences and observations. In one of the lessons observed the teacher skilfully led the pupils to explain what they have learned about teeth and teeth decay, using appropriate scientific vocabulary. Pupils enjoyed being dentists in identifying and recording their observations. Pupils in Year 4 show a sound understanding of insulators and conductors. In Year 5, pupils were able to conduct the investigation set for them and explain the reasons why droplets appeared on the side of the bowl although many needed help from the teacher to use the appropriate vocabulary. In the discussion with Year 6 pupils, most of them knew the link between variables and a fair test but only one pupil could explain the need for repeated measurements. In one of the lessons observed in Year 6, the teacher used his questioning very well to extend pupils' skills to explain the relationships and patterns of their investigation on friction.
55. In the lessons observed during the inspection teaching varied from satisfactory to very good. Overall, teaching and learning are good throughout the school. In almost all the lessons observed there was a clear focus on developing pupils' scientific vocabulary. In the good and

very good lessons seen teachers used their questioning strategies well to enable pupils to look beyond descriptions of their observations by insisting on explaining the scientific principle behind why things happened the way they did. This is beginning to have an impact on pupils' learning. For example, in the discussion with pupils, most could use the appropriate vocabulary to explain friction and force and why pulse rates go up during exercise. But in some of the lessons observed there was very little challenge for the more able pupils. Throughout the school there is very little evidence of pupils being given the opportunity to pose the questions or plan investigations. Although pupils can represent information through simple graphs and tables, there is very little evidence of use of ICT to support science. Pupils enjoy the subject and they take great care in presenting their work.

56. The leadership and management of the subject are good. Through the monitoring process, the co-ordinator has identified strengths and weaknesses and plans are put in place to improve standards. The school has identified scientific enquiry as one of the areas for further development. Resources are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards have improved significantly since the last inspection, but are still below average
- The co-ordinator has a good understanding of what needs to be done
- Teaching is inconsistent
- Not enough opportunity is taken to display good examples of pupils' work
- Not enough opportunity is taken to use ICT in other subjects

Commentary

57. At the time of the last inspection standards were depressed by a lack of suitable equipment. This has been dealt with and teachers have received training in the use of the new computers. This is seen in the improved standards at Year 6. However, pupils' skills are still below average as the full impact of the changes has not had enough time to be seen in the current Year 6 cohort.
58. The co-ordinator has a good understanding of how to improve standards. He is introducing assessments for pupils and identifying areas where standards need improving. Good support is given to teachers. There are still some gaps in the range of software available for pupils to use. Suitable use is being made of existing programs and the co-ordinator is aware of the priorities for new purchases. Suitable portfolios of pupils' work are being assembled to show teachers what pupils are expected to achieve at each National Curriculum level. These are not complete but are developing into a useful tool for teachers.
59. Teaching overall is satisfactory. Although no unsatisfactory teaching was observed, there are inconsistencies in the teaching. Some teachers are not totally secure in their subject knowledge or in managing a class in the ICT suite. Where teaching had the potential to be unsatisfactory, this was averted by the presence of a support teacher working with the class teacher and ensuring that all pupils were engaged in learning. This is good management by the headteacher who has recognised the problem and taken appropriate action.
60. ICT does not have a high profile in the school. Very few examples of pupils' work are on display. This limits opportunities for teachers to celebrate success or provide models for other pupils to copy.

Information and communication technology across the curriculum

61. The co-ordinator is aware that ICT is not yet used sufficiently to support learning in other subjects. This is just beginning but requires further development and is a priority in the school improvement plan.

HUMANITIES

No lessons were observed in **geography** during the inspection.

It is not possible to form an overall judgement about provision in geography, but there is every indication from talking with pupils, and seeing some samples of work, that standards are broadly average. The local area is used well as a teaching resource. The subject leader has recently introduced some changes to medium term plans to be more supportive for pupils and enrich their learning. These include some work on Pakistan (Year 3 in relation to journeys), and a 'planning game' (Year 6). This engages pupils well, and provides opportunities to develop their speaking and listening skills.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good improvement since the last inspection
- Pupils' positive attitudes and great interest in topics boost learning
- Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development
- Assessment procedures do not ensure progression

Commentary

62. Standards of attainment seen during the inspection are in line with the expectations of the Locally Agreed Syllabus and have improved since the last inspection. Pupils in Year 6 have achieved well since they came into the school, with many entering with little experience of school based religious education. The Muslim faith of many pupils underpins their enthusiasm and interest. This enjoyment was evident when talking with a group of Year 6 pupils about their work.
63. There have been good improvements in the quality of provision since the last report. The contribution of the local education authority curriculum advisor has been invaluable in bringing this about. Schemes of work, which were then non-existent, have been developed. They provide good medium term plans to support the work of teachers, whose confidence has also grown. The range and quality of resources to support learning have been increased greatly.
64. From the work seen, and from talking with pupils, it is clear that they are gaining a sound understanding of a range of religious beliefs. Year 6 pupils talk about some similarities of Islam, Judaism, and Christianity, referring to holy books, and belief in one God. Their learning also contributes well to their spiritual development with positive encouragement to reflect upon personal values. Year 6 pupils write about what 'my Holy Book means to me'. They share their feelings, such as 'I enjoy reading the Qu'ran and when I do I feel happy', and 'I feel as if I am closer to my God'. Year 5 pupils, including non-Muslim pupils, consider how they respond to different sounds. They then share their thoughts on 'how I feel when I hear the call to prayer'. Social, moral, and cultural development is also supported well in various ways and through topics.

65. Teaching in religious education is satisfactory. Teachers have an appropriate understanding of how to teach the subject and, as a result, pupils learn satisfactorily. The school has recognised the need to develop assessment procedures for religious education, so that the progression in pupils' learning can be more effectively supported.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Good teaching, which also utilises visits well to support pupils' learning
 - Pupils have limited experience of the use of artefacts to support enquiry approaches
66. Pupils start school with below average standards. Most pupils make good progress because of the good teaching and their positive attitudes to studying history. Pupils with special educational needs are also well supported and fully involved in the activities. Their responses in lessons show that many pupils are attaining a satisfactory knowledge of past periods and an understanding of how people acted in the past. Standards of attainment are broadly in line with expectations in Year 6, and this is an improvement since the time of the last inspection when they were below expectations. However, standards in writing impede the attainment of higher levels of performance in some aspects of communication skills in history.
67. Pupils enjoy history. Year 6 pupils spoke enthusiastically about some of their visits which enriched their learning, and promoted their understanding of people and events in the past. These included Oakwell Hall Museum, linking with 'rich and poor' people in Tudor time, and the Colne Valley Museum, with dressing up as 'Victorians for a day'. Many Year 5 pupils have a sound knowledge of some primary sources for historical information.
68. Pupils have limited experience of handling artefacts to promote investigational work. The school recognises the value of having more artefacts available in school to boost enquiry approaches in some topics. However, as observed in lessons, good use is made of simple role-play (Year 3 invaders and settlers), and debates (Year 5 Victorian mill owner and workers), to provide opportunities for pupils to practice their oracy skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. One lesson was observed in **art** and so an overall judgement on provision is not appropriate. However, displays of pupils' work show this to be a strong area in the school. Work shows evidence of a wide variety of skills and techniques. Some very good examples of work with a visiting artist make a lively and attractive display in the school entrance. A digital camera was used to photograph examples of work celebrating different wedding traditions and the files used to produce patterns to be printed onto cloth. This is a good example of how art can be used to support learning in religious education and ICT. This work and other good quality work, such as that on aboriginal art, makes a very good contribution to pupils' cultural development.
70. In **design and technology**, discussions with pupils and the co-ordinator and the displays around school indicate that pupils are given opportunities to use a wide range of materials and techniques. Discussion with pupils indicates that they have very little opportunity to use ICT to develop and share design ideas. Planning is based on government guidance. There is evidence of links with other subjects such as science, music and history. The school has made good links with the local biscuit manufacturing company Foxes. Personnel from the company judged the quality of the biscuits produced by Year 6 pupils and gave them special awards for their effort. The resources are good and pupils and staff make good use of them.

71. In **music** pupils were observed only in three lessons. It is clear from these observations and from their written work that they are given opportunities to read musical symbols and be able to listen to and appraise music and play different instruments. This is an improvement from the last inspection. There is evidence of links with other subjects such as history and design and technology. In one of the lessons observed, pupils in Year 5 could listen to music and discuss the mood it created. Although pupils were enthusiastic, their singing lacked diction, pitch control and dynamics. Lessons are used well to develop appropriate musical vocabulary. The lessons are enhanced by the choir, teaching by the specialist, workshops from specialist musicians from different cultures and their involvement in performances. This is a significant improvement from what was reported in the last inspection. The school has a specialist music room which is used well. The accommodation and resources are good.
72. Only one lesson could be observed in **physical education**. The school respects the cultural traditions of the community and takes boys and girls swimming at different times. However, this does cause some timetabling difficulties in other areas of the curriculum and prevents boy and girls in that year group from studying religious education together. In the lesson observed, pupils were studying Bollywood dance. They were rapt in attention and performing well. This lesson made a very good contribution to the cultural provision in the school. School teams in football and netball compete with other schools. Planning indicates that a full range of National Curriculum programmes of study are followed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. **Personal, social and health education** is integrated well into the curriculum. Appropriate arrangements are made for relationships education. The school nurse works with the girls and a male member of staff has been trained to support the boys. The school takes great care to respect the cultural background of pupils in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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