

INSPECTION REPORT

CROSLAND MOOR JUNIOR SCHOOL

Huddersfield

LEA area: Kirklees

Unique reference number: 107619

Headteacher: Mrs C L Blackaby

Lead inspector: John Ayerst

Dates of inspection: 21st – 24th February 2005

Inspection number: 266699

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior School

School category: Community

Age range of pupils: 7 - 11

Gender of pupils: Mixed

Number on roll: 404

School address: Dryclough Road
Crosland Moor
Huddersfield
West Yorkshire

Postcode: HD4 5HX

Telephone number: 01484 222200

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Appropriate authority: The Governor Body

Name of chair of Mr Malvern Goodall
governors:

Date of previous 3rd – 4th March 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

Crosland Moor Junior School is bigger than most other primary schools. Two years ago it was brought out of special measures because of the good improvement being made. Most of the pupils come from the surrounding residential area, which is an area of very high social and economic disadvantage. A higher than average number of pupils join the school after Year 3. In the present Year 6 classes, twenty to thirty per cent of the pupils were late arrivals; many are low attainers or speak English as an additional language. Some have been moved out of other schools. The percentage of pupils eligible for free school meals (39.6 per cent) is above average. The proportion of families from minority ethnic backgrounds is well above average, with a wide mix of cultures and a majority from Pakistan. The number of pupils whose first language is not English is higher than in most schools (49.6 per cent). The percentage of pupils identified as having special educational needs (22.4 per cent) is also above the national average, though the percentage of pupils with a statement of special educational needs (0.7 per cent) is below average. Most of the pupils with special educational needs are identified as needing help with moderate learning difficulties or with social, emotional and behavioural difficulties. Some have physical difficulties and some specific learning difficulties (dyslexia). Pupils' attainment on entry to the Nursery is well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3832	John Ayerst	Lead inspector	English, art and design, personal, social and health education and citizenship, music.
9974	Daljit Singh	Lay inspector	
22092	Derek Watts	Team inspector	Mathematics, information and communication technology, design and technology, religious education, English as an additional language.
28320	Robert Willey	Team inspector	Science, geography, history, physical education, special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school that provides good value for money. Pupils enter with low levels of attainment, achieve well, and leave at the end of Year 6 with standards in English, mathematics and science that are still low, but with value added. Teaching and learning are generally good, but overall standards are constrained by the large number of pupils who join the school after Year 3. The leadership of the headteacher is very good and management is good overall. Good progress has been made since the school came out of special measures and it has good potential to improve further.

The school's main strengths and weaknesses are:

- As a result of good teaching and learning, pupils achieve well in English, mathematics and science as they move through the school.
- Very good leadership by the headteacher has ensured good improvement.
- Arrangements for the care and welfare of pupils are very good.
- Pupils' attitudes to school and to learning are very positive and their behaviour is very good.
- Pupils' relationships with each other and with adults are very good.
- The learning aims for different groups of pupils in the class are not clearly planned and set out for some lessons.
- Not all lessons use the most effective strategies for improving the generally low level of pupils' language skills.
- Whilst satisfactory, assessment is not used consistently well to set individual learning targets.
- In spite of the school's best efforts the attendance and punctuality of a small number of pupils could be improved.

Since the inspection report of 2003 the school has improved well from its very low base. The key issues from the last inspection have been addressed appropriately and the school has continued to work to improve the quality of its provision. The school now has good systems for monitoring its provision and for formulating its development planning. As a result, attainment in English, mathematics and science is continuing to improve, although it is still at low levels, and the quality of teaching has improved. Crucially, behaviour has also improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E*	E	B
mathematics	E*	E*	E	D
science	E	E*	E	D

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E - lowest five per cent nationally.*

Similar schools are those with a similar proportion of pupils claiming free school meals, but the grades for comparisons with similar schools have been increased to take account of the following factors. Inward mobility is in the region of 30 per cent in some years, fifty per cent of pupils have English as an additional language, a quarter of the school is identified as having special educational needs and forty percent claim free school meals.

Pupils **achieve well** and improve on their low attainment on entry to the school. Standards are well below average when pupils enter Year 3 and a significant number enter the school later, often with limited English speaking skills and low attainment. Standards in Year 6 are still well below average in most subjects but are rising each year. In the current Year 6, where 30 per cent of the pupils joined the school after the start of Year 3, standards are well below average in English and mathematics, and below average in science, ICT and history. In PE standards are average. Given the large proportion of pupils with English as an additional language and the high number of pupils with special educational needs, this represents good achievement for this group of pupils.

Pupils' **personal qualities** and their attitudes to learning **are very good**. Their behaviour in school is also very good. Pupils' spiritual, moral, social and cultural development is very good. The school works hard to improve attendance and it is improving, but still well below average.

QUALITY OF EDUCATION

The school provides a **good quality of education**. **Teaching** and learning are **good**. The improvement in pupils' behaviour and attitudes has established an environment that provides good opportunities for pupils to learn effectively. Assessment is satisfactory overall and teachers monitor pupils' progress well in English and mathematics. The assessment arrangements for pupils with special educational needs are good and they are well supported by effective support staff. The curriculum is of sound quality with good opportunities for enrichment. Pupils are very well cared for. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The leadership of the headteacher is very good, but the effects of her work have yet to be fully realised now that the rapid turnover of staff has ceased. Her initial priorities, to improve pupils' behaviour and attitudes, have been achieved successfully and the climate in the school is positive and conducive to work. The senior team manage the school well, and the leadership of subject co-ordinators is variable, but satisfactory overall. Good systems are established for monitoring provision in English and mathematics, but monitoring in other subjects is under development. The governance of the school is sound and all statutory requirements are met. The headteacher has set a strong ethos committed to improvement and has brought a clear vision to the school that is shared by all.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils expressed positive views of the school in their questionnaires, in discussion and in meetings. At the pre-inspection meeting parents were unanimous in recognising and supporting the considerable improvements that they saw in the school in the past two years.

IMPROVEMENTS NEEDED

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

- Clearly set out the different learning aims for groups of pupils in the class in lesson planning.

- Continue to develop strategies for improving the generally low level of pupils' language skills wherever possible.
- Use assessment more consistently to set individual learning targets for pupils, and review the targets frequently.
- Continue to improve attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards are well below average when pupils enter Year 3 and a significant number enter the school later, often with limited English speaking skills. Standards in Year 6 are still well below average in most subjects but all pupils achieve well and value is added to their attainment.

Main strengths and weaknesses

- Standards are rising as a result of improvements to the quality of teaching and pupils' attitudes and behaviour.
- Pupils achieve well in English, mathematics, science, ICT and PE.
- Pupils for whom English is an additional language achieve well.
- Pupils with special educational needs make good progress.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	25.5 (22.5)	26.9 (26.8)
mathematics	24.0 (22.2)	27.0 (26.8)
science	25.7 (23.4)	28.6 (28.6)

There were 101 pupils in the year group. Figures in brackets are for the previous year

1. The results in English for Year 6 pupils were well below average in 2004, but they are an improvement on the previous year. In comparison with similar schools the results are above average in English and below average in mathematics and science. These results are broadly similar to those reported in the last inspection.
2. In work seen during this inspection in Year 6, standards are well below average in English and mathematics, and below average in science, ICT and history. In PE standards are average. This represents good achievement for pupils in comparison with their levels of attainment on entry, and is the result of good teaching and the establishment of very good attitudes and behaviour.
3. The school's assessment records indicate that levels of attainment are well below average on entry at Year 3 and that many pupils who enter the school later are also low attainers. In addition, many late entries are pupils for whom English is an additional language. A number have come to the school because of behavioural difficulties at other schools. Once they are in the school the late entries make good progress and achieve well because of the good provision made for them. Most have ground to make up, but they adopt the school's very positive attitudes. They behave well and settle down to work and make progress.

4. The majority of pupils with special educational needs achieve well against their targets. This reflects the good support that they receive from class teachers and classroom assistants.
5. Pupils' skills in literacy, numeracy and ICT are limited, which constrains their use across the curriculum. Pupils' language skills are a particular weakness holding back their progress in a variety of subjects. The school is only now developing overarching school guidance on developing the use of skills across the curriculum. This means that, at present, the way pupils' basic skills in language, numeracy and ICT are consolidated varies between teachers. However, teachers are very aware of the need to develop speaking skills for pupils who speak English as an additional language.

Pupils' attitudes, values and other personal qualities

Pupils' very good attitudes to learning and behaviour and opportunities for personal development enable them to learn in a very constructive and productive environment. Attendance remains well below average in spite of the school's best efforts to promote improvement, and too many pupils arrive late to school. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and behaviour ensure that they achieve well.
- Relationships between pupils and staff are very good and this ensures a very constructive and harmonious framework for learning and teaching.
- Pupils' very good personal development underpins the high quality of social behaviour now established in the school.
- The attendance and punctuality of a small minority of pupils could be improved.

Commentary

6. Most pupils like school and are very enthusiastic in everything they do. In most lessons pupils are inquisitive and this helps to set up productive and constructive dialogue between pupils and with teachers. Pupils' spirit of inquiry often generates a focused discussion and lends itself to the exchange of ideas and information in pairs and small groups. This helps teachers to develop pupils' speaking and listening skills, self-esteem and independent learning.
7. Pupils make good use of the opportunities offered in the school's enriched curriculum. They invest their time wisely by playing different sports, visiting places of interest and extending their learning through the clubs before and after school. The provision extensively supports pupils' cultural, social and moral development, as well as extending learning and enhancing achievement.
8. Around the school, pupils are extremely friendly and well mannered. Cordial friendships between girls, boys and different racial groups are clearly evident. Pupils value each other. There have been no exclusions in the current academic year, which is an improvement since the 2003-4 year shown in the table below. Very occasional incidents of inappropriate behaviour are quickly and effectively dealt with and discouraged by the headteacher and staff.

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	138	5	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	28	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	20	0	0
Asian or Asian British – Pakistani	188	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	1	0	0

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

9. Staff value their pupils and provide many opportunities for them to serve the school by taking responsibilities. Pupils work as monitors, or as librarians organising books, by running the tuck shop, or assisting lunchtime staff serving food and clearing waste food. These experiences enable pupils to develop into mature, responsible individuals, who value and care for the school.
10. The underlying messages, promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact, which is reinforced through reflection, both in circle and story time and through social activities beyond lessons. This contributes powerfully to pupils' personal development, particularly their moral, spiritual and cultural development, all of which is very good. So that pupils are well prepared for life in a multi-cultural society.
11. The headteacher's influence is very evident in the school's work to promote pupils' personal development and this ensures most pupils attend school punctually and regularly. However, the school's efforts are made less effective by a small minority of parents who do not insist that their children attend regularly or on time. In addition, attendance rates are adversely affected by time taken for visits to extended families during term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.9
National data	5.1	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 school provides a good quality of education. Teaching and learning are good. The curriculum is satisfactory with good opportunities for enrichment. Pupils are very well cared for and links with parents and the community are good.

Teaching and learning

Teaching and learning are good throughout the school, so that pupils achieve well. Assessment is satisfactory overall.

Main strengths and weaknesses

- Classroom management is very good; teachers set up and maintain a very good climate for learning.
- Teachers in all years are very good at encouraging and engaging pupils, so that they enjoy achieving.
- The school has very effective arrangements to assess and track pupils' progress in English and mathematics, but assessment is at an early stage in most other subjects.
- Strategies to improve the low level of speaking and listening skills are still being refined; their effectiveness is currently inconsistent.
- Assessment is not used sufficiently in lesson planning to identify the next stage of learning for different groups in the class.
- Teachers and their classroom assistants know their pupils very well and the quality of support for pupils with additional needs is good.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (19%)	20 (54%)	10 (27%)	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.

12. The teaching staff have clearly worked hard and effectively together, under the leadership of the senior team, to improve the quality of teaching since the last inspection. Good and very good lessons are challenging for pupils. Teachers have high expectations and pursue them rigorously. Teachers have good knowledge of and understanding in the subjects that they teach so that they are effective in supporting pupils' learning. Teachers give very encouraging responses to pupils' efforts, and this helps to consolidate the pupils' very good attitudes to learning. Teachers and pupils enjoy very good relationships with each other and pupils are managed well. The methods and strategies that teachers use are planned well.
13. Where teaching and learning are satisfactory, rather than good or better, it is usually because the lesson aims for the different groups in the class have not been thought through and set out. In these lessons, pupils face less challenge than when teaching is good. Learning is less rigorous and pupils achieve less. In most subjects, the practice of using assessment from one lesson to inform planning for the next is underdeveloped and so it is not being used as well as it could to respond to pupils' individual needs.

14. The teaching of pupils with English as an additional language is good. The specialist teachers, who teach across the curriculum, have formed an effective partnership with class teachers. They plan together and share the teaching and support roles. During the inspection, the specialist teachers were seen providing good and very good lessons. When pupils are withdrawn from classes for targeted support, the work is appropriately linked to the planned curriculum. Class assistants provide effective support and make a valuable contribution to pupils' learning.
15. Assessment for the identification of pupils with special educational needs is good. Support assistants work very closely with class teachers and are directly involved in monitoring pupils' progress against targets on their individual educational programmes. They are well briefed about their roles within lessons and report on outcomes and pupils' achievement daily, usually in discussion with class teachers. Teaching assistants have appropriate training to enable them to work with pupils on computers and on definitive programmes such as 'Additional Learning Support' for literacy.

The curriculum

The curriculum is satisfactory. It is enriched and enhanced by a wide range of out-of-school activities, visits and visitors to the school. The school's accommodation is good, and resources are satisfactory.

Main strengths and weaknesses

- A wide range of clubs for all ages and frequent visits and visitors to the school support pupils' learning.
- The curricular planning for personal, social and health education is good.
- Good support for pupils with special educational needs and those for whom English is not their heritage language ensures all pupils can access the curriculum.
- Provision for pupils identified as gifted and talented is developing well as a result of the school's participation in a national initiative.
- Although individual teachers are looking to develop links between subjects, there is not yet a planned, coherent whole school approach that would maximise curriculum time and raise standards.

Commentary

16. Pupils in Year 6 currently enjoy a full range of subjects and activities. This has not always been the case as their provision had been disrupted in earlier years by frequent changes of teacher, disruption of lessons by some pupils and a consequent lack of continuity in learning. These problems have been resolved as the headteacher has stabilised staffing, eliminated lesson disruption and established co-ordination for all subjects to ensure progression in pupils' learning. The requirements of the National Curriculum are now met in full. Altogether, good improvement has been made since the last inspection.
17. Collaborative planning within year groups follows national guidance for most subjects. However, where subjects such as history and geography have only recently gained a subject co-ordinator, policies and teacher guidance are in need of review. In contrast, physical education and music have enjoyed the direction of experienced co-ordinators for longer and the impact of good training, improved planning and deployment of expertise from outside the school has already produced rising standards. The use of setting throughout the school for mathematics, booster groups in Year 5 in literacy and numeracy and a range of supportive strategies across the school for pupils with specific educational needs are enabling pupils to access the curriculum. However, in some subjects tasks are not always focused carefully enough to meet the learning needs of all pupils. In science, for example, a common task is often not supported by an extension activity for higher attaining pupils or put into language that will be easily understood by lower attaining classmates.
18. The number and range of out-of-school activities have increased significantly over the past two years. In addition to an expanding programme of sport, dance and gymnastics there are now clubs for music, art and craft, as well as a number of more unusual clubs such as Tai Chi, signing and touch-typing. The programme of visits has increased considerably and pupils go to such places as the Jorvik Centre in York for history, Huddersfield Art Gallery and a glass factory for science. In addition, there are residential visits for pupils in Years 4 and 6. Visitors to the school are numerous, ranging from poets and artists to football coaches and the fire brigade. These areas contribute well to the enrichment of the school's curriculum.
19. Provision for pupils' personal, social and health education is good. All classes spend dedicated lesson time addressing aspects relating to pupils' self-esteem and moral and

ethical issues. Work in this area is supported through the science curriculum, where issues related to drugs awareness and personal relationships are discussed. Pupils in Year 6 enjoy a four-week programme about the misuse and consequent dangers of drugs devised by a local theatre group. The class teacher and the school nurse deliver a definitive sex education programme for Year 6 pupils. This programme is reviewed regularly by the school's governing body.

20. Pupils with special educational needs have clear targets set for them. Both class teachers and the learning support assistants know these, and plan accordingly. They jointly review them regularly. Support assistants have a wide range of skills and expertise. Their time is well deployed throughout the school and they make a good impact on pupils' learning.
21. The provision for pupils for whom English is an additional language is good. The school places much emphasis on the development of pupils' speaking and listening skills and is involved in a local pilot project for this. Early morning reading sessions and 'buddy' reading partnerships contribute well to the development of pupils' reading skills.
22. The school's clear commitment to inclusion is a notable feature of lessons and assemblies. No pupils are excluded from out-of-school activities because of gender, ability or physical disability. All pupils have full and equal access to the curriculum. The accommodation is not, however, fully accessible to pupils who may have a severe physical disability, as there are numerous internal stairways.
23. The school is involved in a national initiative for working with gifted and talented pupils. As other local schools are also participating, ideas for work in this area are being freely exchanged to the benefit of all. The local education authority is supporting a developing programme for pupils to enhance their skills in sport, art and music both within the school environment and beyond it. Provision is good and being developed further.
24. Individual teachers address links between subjects in their planning but there is not yet an overarching structure to develop this approach across the school. As a result, the awareness and effectiveness of subject links vary from class to class. This means that opportunities to consolidate pupils' basic skills in language, numeracy and ICT are not yet fully exploited.
25. The provision for staffing is good and matches the requirements of the curriculum well. Many of the teachers are relatively new to the school, but the rapid turnover of teachers of a few years ago has now ceased and staff are becoming established. The school provides a good number of effective support assistants to help lower attainers and pupils with special educational needs and teachers to support pupils with English as an additional language. Arrangements for the professional development of staff are good.
26. The accommodation is good and well organised. The management of the school has taken great care to upgrade the fabric and decoration of the building, so that pupils take good care of, and a pride in, their school. The cleaning and caretaking staff make a significant contribution to pupils' positive attitudes to their school. Resources are adequate to cover all areas of learning and are organised well. Resources for pupils with special educational needs are good.

Care, guidance and support

Very good pastoral care and welfare, along with effective support and guidance, ensure that pupils learn in a healthy, happy, safe and secure environment. Overall, the school does well in seeking, valuing and acting on pupils' views.

Main strengths and weaknesses

- The very effective leadership of the designated teacher for child protection ensures the safety and well-being of the school community, especially for those who are vulnerable.
- The headteacher and staff are very caring and supportive. They know their pupils and ensure that they are well cared for, and learn in a stimulating, safe and secure environment.
- Pupils' and teachers' friendly disposition ensures very trusting and meaningful relationships and a welcoming and friendly environment for learning.
- New pupils are quickly and efficiently inducted into the school.

Commentary

27. The arrangements for child protection are very effective and complemented by the good provision for health and safety. Much of the good management is the result of the direction, support and guidance given by the designated teacher. She empathises with and supports vulnerable pupils, and has a very strong commitment to child protection, ensuring good communication between the school and specialist agencies. The school provides good training in child protection for staff at all levels, which supports pupils' welfare and well-being and ensures that they learn in a safe and secure environment.
28. The headteacher and staff at all levels make certain that all pupils, regardless of class or ethnic background, are treated in a sensitive and caring manner. They listen to pupils and respond sensitively and constructively to their concerns. Plans are well advanced to establish a school council to bring a systematic route for pupils' views to be expressed. Teachers recognise and celebrate the achievements of all pupils. They make good use of non-white staff to promote ethnicity and customs from other traditions. They maintain effective channels of communication across the ethnic mix and take great care of pupils' self-esteem, so that they can be confident and responsible learners. Bullying is no longer a concern of pupils or parents, although it has been in the past when the school was a less harmonious society.
29. The good curriculum for personal, social and health education significantly contributes to pupils' personal development. Pupils are taught to take pride in their ability and to be responsible for their actions. They make informed decisions about their behaviour and develop good work habits and a respect for learning. Care is taken to ensure that pupils are aware of, and understand, the reasons for rules. Pupils from Year 6 are selected and trained to support younger pupils in the lower years and in the neighbouring infant school as 'Befrienders' and 'Play Leaders'. This initiative helps pupils affected by anti-social behaviour to share their concerns with sympathetic friends and helps considerably to reduce the likelihood of bullying.
30. Induction of new pupils is recognised by parents as a significant strength of the school. Pupils are welcomed into the school and quickly settle into new routines. Effective communication between teachers, pupils and parents ensures a productive learning environment.

Partnership with parents, other schools and the community

There are good links between the school and wider community, including partner schools, which enhance learning and support for pupils and ensure that the school remains an integral part of the community.

Main strengths and weaknesses

- Good school and community links support teaching and learning, and pupils' personal development.
- The headteacher and staff work hard to help all parents play an increasingly active part in the life of the school and support learning inside and beyond the classroom.
- The school supplies a range of good information to parents.

Commentary

31. The school has good links with the community and uses these well to enhance pupils' learning. Pupils regularly make visits to the local art galleries, cinema and other places of education and interest, including the local mosque and Sikh temple. The community's nurse and policeman, artists and other visitors work to make pupils aware of community issues, and they share and exchange their ideas and views with such specialists. A schools sports co-ordinator works with the school and other link schools, including the partner secondary school, to raise the standard of sport and encourage better take-up, particularly by Asian females. Pupils benefit from coaching by professionals, including football coaches from Huddersfield Football Club.
32. There are good opportunities for parents to support their child's learning through workshops for parents with English as an additional language. Parents are welcomed into school, with their younger children catered for in a play area, and are taught strategies to enable them to help pupils with learning at home. This pleases parents and effectively supports a constructive partnership between school and home, which in turn improves speaking and listening for families.
33. Links with partner schools are good and productive. Pupils visit local secondary schools during Years 5 and 6 and teachers from those schools visit Crosland Moor. Closer links are being forged, led by the two headteachers, with the infant school on the same site, so that transfer at age seven is more seamless for pupils and parents. Staff at the two schools now share joint training. Assessment information is readily available and is becoming more integrated so that pupils' achievement is improved.
34. Most information to parents, including the prospectus and governors annual report, is written in a style and language that are accessible to parents. This ensures that parents are updated on significant changes in school and community. Annual reports to parents are generally of good quality. They inform parents well about the work covered and what needs to be done to improve.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good, but the effects of her work have yet to be fully realised. Management by other key staff is variable but good overall. The governance of the school is sound, and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher sets high expectations with a clear vision for the school and strong sense of common purpose and direction.
- The priority of the headteacher has been to establish good social behaviour and improve the quality of teaching. This has been accomplished very successfully.
- Good systems are established for monitoring provision in English and mathematics and similar systems are being established in science, but the monitoring of teaching and of pupils' progress in other subjects has yet to be developed.
- Finances are very well analysed and used, so the school makes best use of the money available to it.
- The management of the provision for pupils with special educational needs, and those for whom English is an additional language, is good.

Commentary

35. The school moved out of special measures in 2003. Previously, many of the pupils had been seriously underachieving, and this includes pupils up to the present Year 6. While the school was in special measures the turnover in teachers was very high. The headteacher, who arrived just before the school went into special measures, worked hard to establish positive attitudes to school and behaviour that would allow teaching to take place. All of this has been accomplished and pupils are now achieving well.
36. The headteacher has brought a vision and a strong sense of purpose to the school. She has established herself well and has motivated staff, gaining the confidence of parents and securing the commitment of all to school improvement. Parents who had taken their pupils away are now bringing younger siblings back to the school. Almost all in the school have a strong sense of teamwork and working towards a common goal. Monitoring of teaching by the headteacher and deputy headteacher is well established in English and mathematics. It is frequent and rigorous and contributes to the school's plans for development.
37. Teachers with curricular leadership roles are working, with varying degrees of effectiveness, to create and implement schemes of work and assessment in their subjects. Overall, management at this level is satisfactory.
38. The school improvement plan is of good quality and is an effective tool for school improvement. Now that pupils' attitudes are conducive to learning and teaching is of good quality, the school can put all its efforts into raising standards and achievement further.
39. Governors are committed to and very supportive of the school. Most of the governors are well established and carry out their statutory duties well. All are committed to the school's principles of inclusion and raising achievement. Most governors visit the school regularly.
40. Management of the provision for pupils with special educational needs is good. A new co-ordinator for special learning needs has been in post for one year, during which she has been well supported by the headteacher. The existing good systems and procedures have been used as a good base from which to develop. Parents are more effectively involved in supporting their children. Regular meetings with support assistants are established and the school enjoys very good relationships with parents and outside agencies. The new co-ordinator has fostered a very effective collective, mutually-supportive team approach. As a result, support for pupils with special educational needs is good. The school's educational psychologist endorses this as he has a high regard for the school's work with pupils with special educational needs. Support assistants have regular training opportunities to update their knowledge and expertise and are fully involved in setting and reviewing targets for pupils. They attend informal discussions about pupils' achievements and occasionally attend review meetings with parents as and when required. This is in keeping with the school's commitment to inclusion for all.
41. The school is very well served by its administrative staff so that the organisation and management of the school run smoothly and efficiently,

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	874697	Balance from previous year	53972
Total expenditure	882524	Balance carried forward to the next	46145
Expenditure per pupil	2168		

42. At present the school is carrying forward a larger than usual amount of money because additional accommodation has recently been made available. This will need to be brought up

to a suitable standard in terms of decoration and equipment during the coming financial years. When this is complete the accommodation of the school will be further enhanced, both for pupils and the community.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching and learning are good.
- The school obtains good assessment information from tests and pupils' performance is carefully tracked.
- Whilst lesson planning is generally good, work is not always sufficiently tailored to the needs of different ability groups in the class.
- The school is working hard to improve the quality of writing and standards are rising.
- The school is beginning to improve the low levels of speaking and listening of pupils on entry to the school.

Commentary

43. The national test results for English at the end of Year 6 in 2004 were well below average in comparison with all schools nationally and with similar schools. Even so, standards are improving. In the two years since the last report, the proportion of pupils achieving level 4 or above in tests at the end of Year 6 increased by 21 per cent. This improvement was against a background in which 30 per cent of pupils arrived at the school after Year 3, most performing at low levels.
44. Work seen during the inspection confirms that standards are well below average in all areas of English. Limited skills in speaking and listening are a constraint on achievement across the English curriculum. Even so, pupils are achieving well. Teachers and pupils work hard to develop their skills in writing and in reading, but low levels of speaking and listening make progress hard won. In writing and reading there are fewer examples of developed skills, such as writing for different audiences or in different roles, than is often seen. Examples of extended writing or of pupils practising higher language skills are limited. In reading, standards are improving and pupils are increasingly reading for pleasure. Because teachers are focusing on the development of basic skills for much of the time there is little evidence of poetry, drama and the use of ICT for redrafting.
45. Pupils for whom English is an additional language are well provided for and quickly gain access to the curriculum. In general, they make good progress. Pupils with special educational needs are well supported and also make good progress.
46. Pupils are interested learners and they work hard and successfully to achieve. Behaviour in lessons is good and pupils are keen to answer questions and to do well. Homework is used very well to help pupils to reinforce or extend their learning. The pupils are to be commended, because they take their homework seriously and complete it conscientiously.

47. The quality of teaching is good overall, with examples of very good and satisfactory teaching. Planning is generally good, and where this is the case different strategies are planned for the different groups in the class. Here, too, teachers' marking is good. It is conscientious, accurate and up to date. Relationships and classroom management are good and teachers know and understand the subjects they are teaching well.
48. At times, however, the teaching is not sufficiently focused on improving achievement and attainment. For example, teachers do not always use assessments well to focus convincingly on the learning aims for each section of the class. Consequently, tasks often come close to, but do not match exactly pupils' needs for the next stage of learning. The learning aims for each group in the lesson are not always sufficiently explicit. While marking is conscientious, it does not usually refer to the pupils' targets. The practice in target setting is very mixed and in some cases too general to be helpful.
49. The leadership of the subject by the senior management team and the co-ordinator is good. The English co-ordinator and the headteacher are working very hard to raise standards and the quality of provision in the subject. All teachers work and plan to a similar structure and policies and schemes of work are good. The school has set up good assessment and tracking systems so that they are able to show good achievement during last year. The subject is monitored frequently and rigorously.

Language and literacy across the curriculum

50. Pupils make good use of their literacy skills across the curriculum. However, because these skills are limited the contribution they make to learning in other subjects is constrained. At times, good opportunities are taken to improve pupils' speaking and listening, but these opportunities are not taken with sufficient consistency. The management of the school is presently seeking to develop strategies to address this issue.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- All groups of pupils are achieving well.
- Teaching and learning are good.
- Target setting for individual pupils is underdeveloped, and tasks set in lessons are not always modified to suit the needs of pupils of differing ability.
- Pupils have insufficient opportunities to use and apply mathematics in other subjects.
- The subject is well led and managed.

Commentary

51. Standards in the current Year 6 are well below average. The proportion of pupils who join the school after the usual starting time is above average. These new pupils are often lower attaining or have low levels of English language acquisition. These factors are adversely affecting overall standards, but they remain similar to those reported at the last inspection. Throughout the school all groups of pupils, including those with

English as an additional language, higher attainers and those with special educational needs, are achieving well due to good teaching and effective support.

52. Lessons are generally well planned with clear learning objectives identified. Occasionally, learning objectives are not sufficiently well matched to pupils' different attainment and where this happens pupils are not challenged so well. Teachers' explanations and demonstrations of mathematical operations are extremely clear and informative and this is a strength of the teaching. For example, in a good Year 6 lesson, the teacher provided very good demonstrations of using multiplication and division in order to solve fraction problems. The pupils were attentive, interested and they listened and followed well. They made good progress in finding fractions of numbers or quantities themselves. Higher attaining pupils checked that their answers were reasonable. Effective questioning is used well to challenge the pupils' thinking and to check their understanding. Pupils' limited language skills are often a barrier to their progress. The school is working well on this area in mathematics and pupils have good opportunities to express their ideas and explain how they solve problems. In some lessons, there is insufficient use of visual aids to help develop mathematical vocabulary. Class assistants are used well to support pupils' learning, and particularly that of pupils with special educational need or those at an early stage of English language acquisition. While some teachers are using computer-linked display boards well for presenting and demonstration, in the main, pupils are not using ICT well enough to support their learning. Pupils are managed very well and pupils relate very well with others. The very positive attitudes and behaviour contribute to pupils' good achievement.
53. The assessment and recording of pupils' attainment are effective. Pupils' attainment is effectively tracked as they move through the school. However, assessment is not used consistently well to set pupils' individual learning targets. As a result, not all pupils are clear about how well they are doing and what they need to do to improve. The marking of pupils' work is good overall but there are some inconsistencies. In the best practice, marking is both diagnostic and developmental. Pupils are given praise for good work and comments to help improvement are provided. In the main, however, marking is not sufficiently related to pupils' learning targets.
54. Leadership and management are good. The coordinator views teachers' planning and samples of pupils' work in order to monitor standards and provision. The headteacher has observed teaching and provided feedback. National Curriculum test results and other assessments are effectively analysed and this information is used well to guide planning.

Mathematics across the curriculum

55. Pupils have limited opportunities to apply and develop numeracy across the curriculum. There are some good examples in science, for example in Year 6 where pupils measure the weight of objects in air and then in water using force meters, and produce a line graph to show how shadows increase in size as the object moves further from the light source. However, opportunities to apply and reinforce mathematical skills in subjects such as geography, history and design and technology are less developed.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Although attainment by Year 6 is below average, pupils' achievement is good, given their levels of attainment when they enter the school.
- Good teaching is helping to raise standards.
- Classroom assistants are used well to ensure all pupils play an active role in lessons, but higher attainers are not always sufficiently challenged.
- The subject co-ordinator has a clear vision for improvement.

Commentary

56. Pupils' attainment in national tests in 2004 was below average when compared with that in similar schools. Work seen during the inspection shows that attainment is improving steadily, but standards are still below the national average. Pupils' achievement, however, is good as they enter the school with well below average attainment levels. All pupils, including those with special educational needs or for whom English is not their heritage language, achieve well.
57. Good teaching is responsible for the improving levels of attainment and, particularly, pupils' achievement over the last year. All aspects of the subject are covered well and lessons are carefully planned and structured, taking good account of pupils' prior knowledge. Most teachers are aware of the importance of developing pupils' knowledge of scientific vocabulary and this is a strong feature in many lessons. However, in some lessons this focus was not a feature and, consequently, pupils had no opportunity to rehearse or learn key words. Questions are used well both to include all pupils in lessons and also to develop their scientific thinking. Lessons proceed at a brisk pace and challenging activities, often of an investigational nature, are set that maintain pupils' interest well. Teachers enjoy good relationships with their pupils and these enable them to create a happy but purposeful working atmosphere and numerous opportunities for pupils to explain what they observe. As a result pupils apply themselves well to the tasks set and sustain concentration well. Teachers have high expectations for both the work and behaviour of their pupils. Lessons often have a common task, which sometimes results in a lack of challenge or extension for higher attaining pupils. Similarly, although classroom assistants are deployed well to ensure all pupils understand the tasks set, their need to interpret the language used in outlining common tasks reduces the time available for them to be carried out. Resources are good and used effectively to enhance pupils' learning.
58. The subject's co-ordinator has been in post only since September 2004 and since that time has had two significant absences because of illness. Her overview of the subject is good and it is clear that she has the potential to lead science well. She has a clear vision for improvement and is already encouraging teachers to use an investigational approach in lessons and raise the level of subject specific vocabulary learned by pupils. She currently sees teachers' planning for lessons and monitors pupils' work. Having carried out a questionnaire to assess the strengths and weaknesses in the subject, she identified assessment as being a major target for development. As a result, the school is currently trialling a system that will assess pupils' learning in each topic throughout the year. At present pupils are assessed and levels are assigned to their work at the end of the year, so that the next teacher is well informed.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- All groups of pupils are achieving well.
- Teaching and learning are good with examples of very good teaching.

- Pupils are not using ICT consistently well to support their learning in other subjects.
- Leadership and management are good.

Commentary

59. In the current Year 6, standards are below average but most pupils, including higher attainers, those with special educational needs and those at an early stage of English language acquisition, are achieving well. The good achievement is due to the effective teaching and support they receive. The standards seen in Year 3 and Year 4 lessons were average, reflecting the impact that improved provision is beginning to have as pupils move up the school. Standards are similar to those reported at the last inspection.
60. The quality of teaching and learning is good. Lessons in the computer suite are well planned with clear learning objectives identified. These are effectively shared with the pupils so they know what they are to learn. Teachers' provide clear demonstrations and explanations. In a good Year 6 lesson, pupils used spreadsheets to cost items for a party. They set up a new spreadsheet and entered party items and their cost. Pupils used formulae effectively and calculated the cost of a party for four, six, eight, ten and fifty persons. In a very good lesson in Year 4, the teacher's lively and enthusiastic approach motivated and inspired the pupils. Instruction and demonstrations by the teacher were very clear in using a range of tools to create images and produce repeated patterns. Pupils were given good opportunities to practise and apply the demonstrated skills. The pupils showed very good concentration and made very good gains in acquiring and applying skills in using a graphics package. The end of the lesson was used very well for pupils to review their learning and to assess how successfully they had achieved the learning objectives. Pupils showed a good knowledge of their learning. Support teachers and class assistants are generally well deployed and provide pupils with effective instructions and feedback. Pupils with special educational needs and those at an early stage of English language receive effective support so they have full access to the interesting activities and make good progress.
61. The subject is well led and managed by an enthusiastic coordinator who leads by example in his teaching. The coordinator teaches a range of classes across the school. This very good teaching not only contributes very well to pupils' learning but also provides effective training for supporting teachers. The ICT curriculum is generally well planned and based on national guidance. There is an 18-station computer suite, which is well used for the teaching of ICT skills. There are well thought out plans to increase the number of computers in classrooms.

Information and communication technology across the curriculum

62. The use of ICT to support teaching and learning in other subjects is satisfactory overall, but it is not consistent across subjects and year groups. The school is aware of this and is taking action to address the issue. In a number of classes, teachers use a computer-linked whiteboard to enhance their presentations and demonstrations to the class. In a very good lesson, pupils in Year 3 used the Internet competently to find information about the Vikings in Britain. There is little evidence of pupils using word processing to develop skills of drafting and editing in writing.

HUMANITIES

Religious education was sampled, as not enough lessons could be seen during the inspection to judge teaching or pupils' achievement. Geography was also sampled. History is reported in full.

63. **Religious education** is taught in accordance with the Kirklees Agreed Syllabus. Pupils study different religions including Islam and Christianity. Pupils in Year 3 show a clear understanding of the five pillars of Islam. In Year 4 pupils name and explain the purpose of the furniture of a Christian church such as the altar, lectern, font and pulpit. The work set is not always sufficiently well matched to the different abilities within the class as all pupils usually pursue the same task. There is little evidence of independent study where pupils can use a range of sources to find information. Pupils' written work is sparse and opportunities to develop pupils' writing skills are often missed. In a good Year 6 lesson pupils were effectively introduced to spiritual ideas. Working in small groups, pupils had good opportunities to discuss their ambitions, feelings, development and growth. With effective questioning by the teacher, they compared their own development to the life of a tree. Most pupils participated well and demonstrated good skills in collaborative working. They made good gains in their understanding of spiritual development. Higher attaining pupils articulated their feelings and ambitions well. The work seen is generally of below average standard.
64. Although no **geography** teaching was seen during the inspection, the low volume of work available shows that geography does not enjoy a high profile in the school. It alternates with history on the timetable and is often given less time, as in Year 6 where geography is taught only in the summer term. A co-ordinator for the subject was appointed only four weeks before the inspection. This new subject leader recognises the need to devise new guidance for teachers. She has already carried out an audit of resources and identified the need for more maps, atlases and globes.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is good and is helping to raise standards.
- There is currently no up-to-date guidance for teachers to ensure a consistent approach to the subject throughout the school, and assessment is not yet in place.
- Lessons are used well to develop pupils' literacy skills but there is an inconsistent approach to developing the skills that are acquired through studying history.
- Resources are used well to bring the subject alive.

Commentary

65. Although the levels of attainment are below those found in most schools, pupils' achievement is satisfactory levels of knowledge and language with which they enter the school. This is true for all pupils, including those with special educational needs or for whom English is not their heritage language.
66. Good teaching is helping to raise standards. Lessons are well planned and their learning objectives shared with pupils. They proceed at a brisk pace. Teachers' good knowledge of the subject helps them to maintain pupils' interest. They use questions well to ensure all pupils are included in lessons and to build on pupils' prior knowledge. They place a good emphasis on

developing pupils' vocabulary, as in a Year 3 lesson when pupils were introduced to the term 'wattle and daub'. They make lessons fun, as in a Year 5 lesson when the teacher wore a 'chiton' when answering pupils' questions about life as a child in Ancient Greece. They bring the subject alive through visits to such places as Jorvik, the ARC and the Bagshaw Museum in addition to the use of role play in lessons.

67. Work in history currently develops pupils' literacy skills more consistently than those of the subject itself. Pictures on Greek vases in Year 5 and Victorian photographs in Year 4 were used well as sources of evidence from the past, but opportunities to use similar sources were missed by other teachers who concentrated solely on pupils acquiring the knowledge of events. Teachers use lessons to develop pupils' speaking and listening skills and develop their vocabulary. Pupils' note-taking skills were practised in a Year 3 lesson when they were asked to make notes whilst watching a video about how the Vikings lived. They record work in lessons using a variety of writing techniques such as letters and diaries as well as narrative accounts.
68. The subject leader had been in post for only four weeks at the time of the inspection, so had not yet had time to update the guidance for teachers to ensure that it is in line with the latest national advice. She also recognises the need to ensure the system for assessing pupils' work is fully operational and procedures for tracking pupils' progress in place. An audit of the school's resources is planned as she believes these to be barely adequate for effective support of pupils' learning. The school supplements its own resources well by using the loans service provided by the local museum. Good use is made of videos they have recorded of television programmes produced for schools and these help to bring the subject alive.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were sampled. Physical education was reported in full.

69. One lesson of **art and design** was seen, combined with design and technology. In this lesson teaching was sound but standards were below average for the Year 3 class. The standard of work in art and design displayed around the school is broadly average. There is a good quantity of work that covers a good range of styles and media. Some of the work is imaginative and demonstrates progression as pupils move through the school, but standards of drawing skills are inconsistent.
70. In **design and technology**, the study of pupils' work indicates that they cover a sound range of projects in order to develop designing, making and evaluating skills. However, there is little evidence of pupils working on projects involving cams, pneumatics and electric motors. Pupils in Year 3 design and make photograph frames. They measure and construct the frame to fit a photograph. They decorate the frame with felt and sequins. In Year 6, pupils design and make slippers that are warm, comfortable and fashionable. Materials are carefully chosen, measured and cut to size. Colourful fabrics, such as bright pink felt, are chosen for fashion and appeal. In the best examples, effective stitching is used to join the sole and upper. Sequins, felt and tassels are used well to decorate the finished products. The standards of the work seen are generally below average. In a well taught Year 5 lesson, pupils had good opportunities to examine a range of masks before designing and making their own. Pupils made good gains in acquiring knowledge of different masks. They explored where the masks came from and what they are used for. The pupils worked well in groups, expressing their ideas.

71. It was possible to see only one **music** lesson, where pupils were starting to compose using a pentatonic scale. The quality of teaching was sound. Pupils learned how the scale is structured and began to make melodies on their xylophones and other tuned percussion. In general, attainment was below average for that part of the course. The curriculum for music is based on national guidelines and meets the needs of pupils and teachers. Assessment is under development to more closely measure the progression of skills in the subject.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- All pupils now participate in lessons where teaching is good.
- Good use is made of outside agencies to develop pupils' skills.
- A good system for monitoring the subject has been established giving the co-ordinator a clear overview of its strengths and weaknesses.
- The school has good facilities both indoors and out to support the subject.
- Swimming is a particular strength of the school and standards far exceed those expected nationally.

Commentary

72. Standards in the school have risen significantly over the last three years. They are now in line with those found in most schools. All pupils, including those with specific learning needs, achieve well due to the teaching they receive.
73. Teaching is good. Pupils now receive their full entitlement in the subject and lessons are conducted in a purposeful, well-disciplined manner. Class teachers' self-confidence in delivering the subject has been improved by developing their skills through specialised training sessions. The co-ordinator has also engaged the co-operation of several outside agencies who come into school to help to teach aspects of the subject. The local football team, for example, sends three coaches each week to work with pupils. The co-ordinator runs several sessions out of school hours, and has encouraged other teachers to run clubs after school. These now include dance, table tennis, netball, gymnastics and cross-country as well as football.
74. Pupils participate vigorously in lessons, listen well to instructions and work well with each other. Good lessons are conducted at a brisk pace that maintains pupils' interest. Good use is made of pupil demonstrations to encourage others to improve their work. Swimming is a particular strength of the school and pupils are attaining standards that are about a year ahead of the national expectation for swimming. All pupils in Year 5 have a lesson every week for the year. At the half-way stage of the current Year 5 programme, almost seventy per cent of the pupils had achieved the standard of 25 metres expected nationally at the end of Year 6, and by the end of the year it is anticipated that over ninety per cent will have done so.
75. The experienced co-ordinator leads the subject well. She has been in post for two and a half years, during which time she has devised a scheme for assessing pupils' attainment that builds on the one used in their previous school. This was adopted in 2002 and has since been updated. She teaches classes other than her own with the class teacher present and helps plan the teacher's next lesson, during which she assists. She also talks to pupils and sees teachers' planning for lessons. In this way she gains a good oversight of the subject and its strengths and weaknesses.
76. The school has good facilities for teaching all aspects of the subject except swimming, for which it uses a pool at a local high school. It has two areas for indoor work, good hard surfaces

outside and a large field. The co-ordinator has worked hard to improve resources, which are now good.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PHSE) AND CITIZENSHIP

This area of the curriculum was sampled.

77. Two lessons were seen, one of good quality, the other satisfactory. Pupils have one lesson of PHSE each week that addresses aspects relating to pupils' self-esteem and moral and ethical issues. Further support is provided through the science curriculum, where issues related to drugs awareness and personal relationships are discussed; this and the provision for sex education meet statutory requirements. Pupils in Year 6 enjoy a four-week programme about the misuse and consequent dangers of drugs devised by a local theatre group. The headteacher, class teacher and school nurse deliver a definitive sex education programme for Year 6 pupils. This provision is reviewed regularly with the school's governing body.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
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	3
Pupils' care, welfare, health and safety	2
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	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
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).