

Hade Edge Junior and Infant School

Inspection report

Unique Reference Number	107656
Local authority	Kirklees
Inspection number	377619
Inspection dates	5–6 January 2012
Lead inspector	Andrew Clark

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	Ian Lavan
Headteacher	Jeff Kilner
Date of previous school inspection	21 January 2009
School address	Greave Road Hade Edge Holmfirth HD9 2DF
Telephone number	01484 222470
Fax number	01484 222470
Email address	head.hadeedge@edukirklees.net



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Introduction

Inspection team

Andrew Clark

Additional inspector

This inspection was carried out with two days notice. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed three teachers teaching six lessons, including a joint observation with a member of the school's senior leadership team. The inspector also made short visits to support activities led by teaching assistants and to guided reading sessions. Meetings were held with two groups of pupils, representatives of the governing body, including the Chair of the Governing Body, and school staff, including senior and middle leaders. The inspector observed the school's work and looked at a number of documents, including the school development plan, safeguarding and behaviour policies, and minutes of the governing body meetings. Fifty-four parental and carers' questionnaires were analysed, together with those completed by pupils and staff.

Information about the school

The school is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and those pupils with disabilities is below average, although more pupils than usual have a statement of special educational needs. The school has been above government floor standards, which set minimum expectations for attainment and progress, for the last three years. The school has achieved Healthy School status and an International School award.

The headteacher was appointed to the school after the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. The pupils achieve well and their attainment is above average in English and mathematics by time they leave school in Year 6. Pupils' reading skills in particular are well established by Year 2. They are keen to learn and respond well to teachers' high expectations. Parents and carers are wholly positive about their children's enjoyment of learning and about the improvements made since the previous inspection.
- The quality of teaching is good throughout the school. Lessons are creative and challenging to all abilities. As a result, all groups of pupils make good progress through the Early Years Foundation Stage and through Key Stages 1 and 2. Teaching is sometimes outstanding. There are good systems to identify pupils who may need additional support to boost their learning. On a very few occasions, relative weaknesses in teaching and in the use of marking inhibit pupils from making even better progress.
- Pupils behave well and feel safe because they are cared for well. Their behaviour is often exemplary in lessons and pupils relate well to other pupils and adults. They have an increasingly good knowledge of how to avoid unsafe situations, such as cyber-bullying, and they help others to manage and improve their own behaviour through their roles on the school council and mentoring responsibilities. Activities with pupils from other schools, where pupils are from different social and cultural backgrounds, make a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The headteacher, senior staff and the governing body know the school's strengths and weaknesses well. The good improvements evident since the last inspection in pupils' attainment and in the quality of teaching have resulted from well-focused professional development and more effective checks on pupils' and teachers' performance. The overall good curriculum is exciting and provides an increasingly wide range of opportunities for pupils to develop and practise their basic skills. The school is well placed to continue to improve.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to deepen pupils' learning and hasten their progress further by:
 - improving pupils' skills to learn independently and ensure they use them regularly in all lessons
 - making full use of marking to engage pupils in reflecting on and improving their own work.

Main Report

Achievement of pupils

Pupils' attainment is above average in reading, writing and mathematics by time they leave Year 6. This is reflected in the results of assessments for Year 2 and National Curriculum tests for Year 6. There has been a good trend of improvement in pupils' attainment and progress since the previous inspection at both key stages.

Children enter the Early Years Foundation Stage with broadly expected starting points for their age and make good progress. The strong focus on the promotion of children's early language experiences and imaginative activities to develop their personal and social skills, means that children are well prepared for their future learning by time they start Year 1. There is a strong trend of rising standards for children of all abilities because of the effective use of accurate assessments to identify those who need additional support to reach the expected levels, particularly in early reading skills, and to successfully boost their learning.

Pupils of all abilities make good progress through the rest of the school and are eager to learn. They take a pride in their work. They listen attentively to their teachers and their peers, and speak pertinently in response to carefully framed questions. They are often prolific writers and make good use of their time in lessons. The pupils work well collaboratively in group activities and enjoy the many opportunities for discussion in pairs. They make good use of literacy and numeracy skills in other subjects. Pupils increasingly take responsibility for managing and improving their own work by, for example, making good use of reference resources, such as dictionaries and the internet. However, in some instances, pupils are too dependent on adults to provide them with the information they need to complete tasks or lack sufficient knowledge about how to improve their work.

Pupils' progress in reading is good. Pupils of all abilities read well by Year 2 and their attainment in reading is above average. They make very good use of their well-developed skills to recognise letters and their sounds, and effectively blend them to identify new words. Throughout the school pupils enjoy reading from a wide range of appropriately challenging books in the classrooms and the well-resourced library. Parents and carers share in their children's progress in reading through the home–school books. Parents' and carers' responses to the questionnaires are wholly of the view that children make good progress, which is reflected in the inspection findings.

The progress of the more-able pupils is good. For example, in an outstanding lesson in Key Stage 2 pupils made excellent progress in devising and applying tests for the divisibility of four and five digit numbers. Pupils with special educational needs and those pupils with disabilities make good progress throughout the school because lessons are well planned to closely match work to their monitored needs. They receive skilled adult support and appropriate interventions from teachers and teaching assistants, ensuring that pupils' skills are developed systematically and applied regularly.

Quality of teaching

The quality of teaching is good throughout the school. The close monitoring and modelling of the best practice ensures consistency and a strong impact on pupils' rates of progress. The quality of teaching is sometimes outstanding. In the very best lessons, teachers significantly engage pupils in assessing and improving their own work, encouraging them to make full use of their independent learning skills. Not all teachers promote these skills as strongly, which results in pupils making overall good rather than outstanding progress.

Teachers' questioning skills are good and are used well to deepen pupils' learning. This was very evident in a Key Stage 2 English lesson when the teacher used pupils' replies to build on their understanding and to extend their vocabulary. In an Early Years Foundation Stage lesson, the teacher matched questions closely to children's individual levels of ability so that they were increasingly challenged to use their counting skills effectively. Teachers make very regular use of opportunities, such as talking in pairs, for pupils to discuss and to clarify their understanding and to increasingly involve them in self-assessment. This contributes to pupils' good spiritual, moral, social and cultural development. For example, pupils write sensitive and reflective reports in musical appreciation activities as part of their music lessons. Teachers have high expectations for pupils to take a pride in their work and to present it well. Work books are well organised and high quality displays reflect the value teachers and pupils place on their outcomes. Pupils' work is accurately assessed and regularly marked. On a few occasions, however, teachers do not make the fullest use of marking to ensure pupils take the steps identified to improve their own work systematically and securely.

Lessons are planned well to provide many good opportunities for pupils to use their reading, writing and mathematical skills throughout the curriculum. The teaching of reading and writing skills are systematically taught and practised in many subjects. Parents and carers are wholly positive about the quality of teaching in the school and pupils also say that they enjoy their learning. This also reflects the findings of the inspection. Their views are reflected in this comment from a parent, 'Hade Edge is a fantastic learning environment and the commitment of staff never ceases to amaze us.'

Behaviour and safety of pupils

Pupils' behaviour is good throughout school. There is a rising trend in pupils' attendance, which is above average, and they are punctual, ready and eager to learn. The good relationships between adults and pupils have a positive impact on

pupils' spiritual, moral, social and cultural development. For example, older pupils mentor new children in the Early Years Foundation Stage and help them to settle in quickly. Parents and carers have positive views about pupils' behaviour and feel they are well looked after. Pupils also overwhelmingly agree that behaviour is good around school and in their lessons. The findings of the inspection reflect these positive views.

The school maintains detailed records of any behavioural incidents. These are rare, and strong and appropriate action is taken to address them. A particularly good feature of the behaviour policy, introduced since the last inspection, is that the pupil has to write a report on their own behaviour and explain how they will improve it. There is very little indication of bullying of any kind and pupils and their parents and carers are very confident that it would be swiftly and appropriately managed. The pupils have a good understanding of the school's 'traffic light' system for behaviour management and are well informed about the dangers of cyber-bullying and steps to take to avoid it.

Leadership and management

The school is well led and managed. Effective leadership has resulted in good improvements to pupils' progress in Years 1 and 2 and for more-able pupils since the last inspection. This is a direct result of robust professional development and improvements to procedures to monitor and enhance the quality of teaching. The headteacher provides a very clear vision for future development and sets a positive example through his frequent observations of teaching and learning and use of coaching strategies. He is well supported by senior and middle leaders. The role of the assessment coordinator has been significantly enhanced and provides a basis for increasingly accurate and challenging target-setting. The governing body is ambitious and well managed and makes a good contribution to school development planning. The school has an accurate view of its provision, particularly the quality of teaching, and has a good capacity for continuous improvement. The school has good procedures to promote safeguarding and ensures all staff are suitable to work with children.

The curriculum is good. It has been improved since the last inspection and links between subjects are developing well. There is robust planning for the teaching of basic literacy and numeracy and key learning skills. The Early Years Foundation Stage provides a language-rich learning environment, with well-planned activities for children to select for themselves. For example, children make very good use of their knowledge about parts of the body in their role play in the 'Doctors' Surgery'. The pupils' spiritual, moral, social and cultural development is good. It is promoted well through many subjects and school assemblies. There are good opportunities for all groups of pupils to take responsibilities and extend their social and leadership skills through the school council. Pupils have played a significant role in planning and helping to organise the development of the school grounds.

The governing body and school leaders ensure the effective promotion of equality of opportunity, and they tackle discrimination well. The good use of assessment procedures in identifying and supporting any emerging differences in pupils' progress ensures that all groups of learners achieve well. The school is central to many village

activities and makes good use of strong links with schools in Britain and abroad in different social and cultural circumstances to broaden pupils' awareness of diversity.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the children's attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 January 2012

Dear Pupils

Inspection of Hade Edge Junior and Infant School, Holmfirth, HD9 2DF

Thank you for making me feel very welcome when I inspected your school recently. I enjoyed visiting you in your lessons and joining you at playtimes. You go to a good school. These are some of the best things about it.

- You make good progress through the school and reach above average attainment by Year 6, thanks to good teaching.
- The school takes good care of you and you behave well and say you feel safe.
- You read and write well in many different subjects.
- You make a good contribution to the school through your roles on the school council and in many jobs you do around school.
- You enjoy your lessons and teachers give you practical and fun things to learn about.

To help your school to improve even more, I have asked your headteacher and the governing body to make the teaching even better by:

- teaching you to be as independent as you can in your lessons and to help you find things out for yourselves
- making full use of marking to involve you in improving your own work and helping you quickly reach the next step in your learning.

You can help by always trying your best, thinking hard and continuing to enjoy and attend school.

Yours sincerely

Andrew Clark
Lead inspector

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