

# Burnley Road Junior Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	107506
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	356167
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Terry McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Roger Haynes
<b>Headteacher</b>	Mrs Pamela Saville
<b>Date of previous school inspection</b>	23 January 2008
<b>School address</b>	Burnley Road Mytholmroyd, Hebden Bridge West Yorkshire HX7 5DE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, observing seven teachers, most of them at least twice. They held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at the school's methods for tracking pupils' progress, at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, an extensive sample of pupils' work, and reports from the School Improvement Partner. Seventy-five responses by parents or carers to the Ofsted questionnaire were received and considered, along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Clarifying and explaining the apparent differences between the RAISEonline evaluations of pupils' attainment and progress, and the school's own evaluations of the same aspects.
- Whether the school has improved major aspects of its provision and leadership and management since the previous inspection.
- Whether the school has maintained the good quality of pupils' personal development and the effectiveness of the Early Years Foundation Stage.

## Information about the school

Burnley Road is smaller than the average-sized primary school. The proportion of girls is lower than usually found. An average number of pupils is known to be eligible for free school meals. The proportion of pupils from minority ethnic heritages is well below average. All pupils speak English at home. The proportion of pupils with special educational needs and/or disabilities is broadly average, though the proportion with a statement of special educational needs is well above average. The school currently has on roll four children in Local Authority care. The school has reached the Gold standard for the provision of extended school services.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Burnley Road is an exciting place in which to learn. As a result, pupils are achieving well. The shared ambition and drive of the whole school community, but especially that of the headteacher and senior leadership team, are fed by a passionate striving to improve. All staff, governors and pupils display strong mutual respect, and consistently give support to each other. This has brought about good improvement across the board since the previous inspection. The quality of teaching, the curriculum, care guidance and support, and leadership and management are all now good.

Pupils' above-average attendance is an indication of how much they enjoy being in school. Their good behaviour and their very positive attitude to work create a strong climate for learning and help to secure their improving progress and attainment. The school holds a strong position within its local community. Links to other parts of the United Kingdom and the wider global community are good and help pupils to gain very clear values of respect for, and tolerance and consideration of, diversity. Their spiritual, moral, social and cultural development is good.

Classrooms are colourful and vibrant places. Teachers are enthusiastic. Some lessons are outstanding. Relationships are good. A stimulating curriculum captures pupils' interest by linking subjects together in themes, but still pays careful attention to the development of necessary literacy and numeracy skills. Together, these have accelerated progress. Pupils' progress throughout the school is now good, and attainment, although still broadly average, is rising rapidly.

The school's assessment methodology very reliably collects and accurately collates data on what pupils know and can do. The vast amount of information generated can be daunting, and is not always helpful to teachers when planning work in lessons, especially for the higher-attaining pupils. Nonetheless, the system unequivocally demonstrates the good progress being made by pupils. This is the case particularly in the Early Years Foundation Stage, where outcomes are good, even though outdoor and child-selected activities may not always be sufficiently focused on learning.

Pupils who need most support are well monitored and cared for, and this is crucial to their emotional security. Parents and carers are fully consulted and involved in contributing to their children's personal and academic development. Accurate and objective self-evaluation, gained through regular checking on how well pupils are learning is sustaining a good rate of recent advancement. This gives the school a good capacity for further improvement.

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## What does the school need to do to improve further?

- Provide, and use effectively accurate assessment information to set work in lessons which consistently challenges more able pupils.
- Ensure that outdoor and child-initiated activities in the Early Years Foundation Stage are related more directly to the teacher-led learning topic.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning, work very well together, and respond well to their teachers' high expectations and challenges. They make thoughtful responses in lessons and are good at helping and supporting each other in small groups. They are prepared to share their learning with their classmates. They always try hard, behave well, and want to do their best. Pupils say they do best when learning is fun 'Like when we have to research and find things out'. This was exemplified well in a Year 6 lesson on volcanism, when pupils investigated a range of sources to find out geographical, geophysical, historical and numerical facts prior to summarising and sharing their information in written and pictorial form with their classmates. On another occasion, a group of Year 3 pupils helped each other to construct a glossary of terms for their 'Tudor Information Books'. The explanation provided by pupils about the Tudor Rose sparked great interest from their classmates.

Pupils' attainment on entry to the school is broadly average, but is now rising throughout the school. At the end of Year 6, attainment had been broadly average for some years, but as the remaining legacy of previously satisfactory progress is removed, standards are beginning to rise. Whilst no group of pupils underachieves, some more able pupils are not always stretched enough in lessons. Some pupils report that they sometimes find the work easy.

Pupils say they feel safe in school and can confidently explain why this is so. They know there is always a trusted adult they can turn to if they are upset or worried. They can enthusiastically explain the benefits of a healthy diet and the value of exercise. Their good spiritual moral social and cultural development is demonstrated in the many positive ways they work and play together, in the links they have with different schools, and in the way they willingly assume personal accountability for their actions. Democratically-elected school councillors take their responsibilities very seriously and are adamant that they are listened to. They control a small budget sensibly.

Attendance has been consistently above average for several years. Pupils' awareness and understanding of the global community is raised through detailed topic based work in Religious Education (RE) and Personal Social and Health Education (PSHE) programmes, through their generous support for troops serving in Afghanistan, and through links with the Hope Charity in India. They leave school as responsible, sensible and mature young citizens, with steadily rising levels of attainment, and are therefore well prepared for their future lives and education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Most teaching is good, some is better. Teachers routinely have high expectations that pupils will behave well and work hard. Almost all lessons move forward very positively. Pupils are increasingly expected to work collaboratively and think things through for themselves. This is part of the 'creative curriculum', which regularly links subjects together in themes, and which is becoming ever more embedded. This in turn demands that assessment information is used well to set work at an appropriate level. Sometimes, more able pupils find work a little too easy. Many teachers are now confidently handling multiple resources for investigation and encouraging pupils 'to think outside the box'. Pupils generally find this way of working both challenging and interesting, which helps them to sustain their concentration well. As a consequence, they make good, and sometimes even better, progress.

A great deal of work has been done since the last inspection on developing marking and assessment and balancing the pace of lessons. The benefits are clear. Even though some marking is not followed through, most gives pupils clear guidance about what they have to do to improve.

The school provides a very caring environment for pupils from the day they join. Parents and carers are welcomed into school to discuss any issues they wish to raise. Transition guidance at the end of Year 6 is good. Vulnerable pupils are very well supported and the school works effectively with outside agencies to act in their best interests. Support for

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other pupils is not targeted sharply enough to ensure that every pupil makes the most of the opportunities the school has to offer. All staff hold basic first aid qualifications and some have undertaken the more advanced paediatric training.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The strong impact of leadership is seen in how effectively the headteacher and senior leaders are driving improvements. They have successfully rebuilt the confidence and self-esteem of adults and pupils alike and have taken effective actions to raise achievement, which are being taken on board enthusiastically by staff. This is seen by all as providing a solid foundation for future learning and progress. Leaders at all levels take very seriously their responsibility to promote equality of opportunity and to tackle discrimination. Consequently, standards are rising, achievement is good, and pupils are largely meeting their challenging targets. School self-evaluation is rigorous and objective. Strengths and areas for improvement are accurately identified in the school's development plan. Though this plan does cover too much ground, it is, however, firmly founded on copious analysis of every aspect of the school's work, and detailed consultation between all stakeholders.

The school promotes community cohesion well. A growing partnership with parents is founded on a weekly newsletter and very active parents, teachers and friends association (PTFA). Direct links with the local and wider communities are flourishing as a result of the energetic work of extended school's co-ordinator. Governance is good. Members of the governing body are dedicated, knowledgeable and experienced. Though much responsibility rests on a few willing shoulders, they provide good support and growing challenge to school leaders. They ensure that the school's safeguarding procedures are good, and that all statutory requirements, including child protection and risk assessments, are regularly reviewed and approved.

The school gives good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children start in the Nursery class with skills and abilities that are broadly in line with those expected for their age. They make good progress in all areas of learning. They start Year 1 as confident independent learners, most of whom are working at or above the Early Learning Goals. Indoor and outdoor spaces are stimulating, well resourced and well used. Children are engaged, motivated and interested in the activities provided, and move freely between them. However, the outdoor spaces and some of the activities the children choose for themselves are not always clearly linked to the central learning theme, particularly when the work involves number skills. This limits the opportunities for consolidating the learning derived from good teacher-directed activities.

Children play safely on all equipment, sharing toys and resources well together. They are encouraged to use their imaginations in the various role play areas and they learn about the world around them in the garden and growing areas. Children's personal development is good, and helped by the friendly and informative links with parents and carers, and by staff keeping a watchful eye on them at all times.

Leadership and management are good. Adults measure children's progress carefully, and spend a great deal of time planning the next steps in children's learning. All adults know their roles and responsibilities and consistently model calmness, politeness and respect, attributes with which the children readily identify. However, there is still work to be done when planning outdoor and child-selected experiences to make sure that they offer the same level of opportunity for learning as the teacher-led activities undoubtedly do.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A slightly higher than average proportion of parents and carers responded to the Ofsted questionnaire. They expressed strongly positive views about the school. Parents and carers were unanimous in their view that the school is led and managed effectively. Almost all parents or carers agreed that the school helps their children to have a healthy lifestyle, and that their children enjoy school.

A very small number of parents and carers expressed concerns about different aspects of the school's work. Inspectors looked closely at all of these, in particular the indications about how well the school keeps children safe, and about how well unacceptable behaviour is dealt with. Inspectors found no evidence to substantiate the indications that children were not kept safe in school. Every pupil inspectors spoke to could clearly and promptly describe how and why they were safe in school. A small proportion of parents and carers felt that the school did not deal effectively with unacceptable behaviour. Inspectors found that behaviour in class and around the school is consistently good. No instances of unacceptable behaviour were seen.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnley Road Junior Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	68	22	29	1	1	1	1
The school keeps my child safe	61	81	11	15	2	3	1	1
My school informs me about my child's progress	39	52	32	43	3	4	0	0
My child is making enough progress at this school	42	56	29	39	2	3	1	1
The teaching is good at this school	44	59	28	37	2	3	0	0
The school helps me to support my child's learning	36	48	33	44	4	5	0	0
The school helps my child to have a healthy lifestyle	45	60	27	36	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	53	28	37	3	4	1	1
The school meets my child's particular needs	38	51	30	40	3	4	2	3
The school deals effectively with unacceptable behaviour	38	51	29	39	3	4	2	3
The school takes account of my suggestions and concerns	34	45	32	43	3	4	1	1
The school is led and managed effectively	51	68	22	29	0	0	0	0
Overall, I am happy with my child's experience at this school	53	71	18	24	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**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.**



3 February 2010

Dear Pupils

**Inspection of Burnley Road Junior Infant and Nursery School, Hebden Bridge, HX7 5DE**

Thank you for being so friendly and helpful to us when we inspected your school recently. We were really impressed with your very good attitudes to learning in class, and the way in which you all get on so well together.

We found that Burnley Road is a good school where teachers are enthusiastic, where the curriculum (that's the stuff you are taught about) is exciting, and where the adults take good care of you. We found that those adults who lead the school have made some really noticeable changes in the last few years.

However, we also found that the school could do some things better, in order to help you learn even more, and so we have asked the adults in school to do the following:

- make sure that more of the work set in lessons is little bit harder for those pupils who can cope with it
- make sure that the 'learning through play' activities in the Nursery and Reception classes have a little more learning in them, particularly about numbers, and are joined more closely to the main learning focus of the day.

You can certainly help with the first of these by letting teachers know, very politely of course, if the work they have set for you is too easy for you.

Please continue to be the polite, confident and positive young citizens you already are, and may I give you all my best wishes for the future.

Yours sincerely

Terry McDermott

Lead inspector

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