

Earlsheaton Infant School

Inspection report

Unique Reference Number	107607
Local Authority	Kirklees
Inspection number	356193
Inspection dates	16–17 November 2010
Reporting inspector	Kath Halifax

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	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	Mrs Jenny Young
Headteacher	Mrs Debbie Harrison
Date of previous school inspection	11 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons or parts of lessons taught by five different teachers. Further time was spent looking at pupils' work books, and information about pupils' progress. Inspectors held meetings with members of the governing body, staff, pupils and other professionals and looked at the school's review of its work, the current development plan, minutes of the governing body meetings and documentation to ensure that pupils are safe. The responses to 26 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of actions taken to narrow the gap in attainment between boys and girls.
- The effectiveness of the provision for pupils with special educational needs and/or difficulties.
- How the school ensures pupils in mixed-age classes receive an appropriate curriculum.
- The effectiveness of the school in identifying more-able pupils and in ensuring their needs are met.
- The effectiveness of the provision to further pupils' understanding of community cohesion and diversity.

Information about the school

This is a smaller-than-average sized infant school where most pupils come from the immediate area. It has a predominantly White population. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is below average. As a result of differences in the numbers in each year group, the school has two classes for pupils in the same year group and two mixed-age classes. One of these mixed-age classes caters for children of Reception age and Year 1 pupils. The other class caters for Year 1 pupils and Year 2 pupils. The school has achieved Healthy School status and the Activemark.

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

This is a good school that has strengthened its previous good practice. As a result of strong leadership, there is no complacency, rather the ambition to provide the best for each pupil. Children's skills on entry to the Reception class are below those typical for their age. As a consequence of the good provision, children make good progress in the Early Years Foundation Stage, so by the end of their year in the Reception class they are working at the expected levels within all areas of learning. The good progress continues in Key Stage 1, and by the end of Year 2, standards are broadly average. Pupils' attainment has improved year-on-year since the last inspection with standards in writing now above average. While attainment in science is broadly average, pupils do not make as much progress in this subject as they do in reading, writing and mathematics.

Pupils' achievements are good because of good teaching and a more imaginative curriculum. Teachers plan in detail, providing tasks that are matched to pupils' abilities. The teamwork between teachers and support staff is a strength of the school. Adults use a wide range of methods to assess and record pupils' achievements. Their assessments are accurate but there are inconsistencies in the quality of the marking of pupils' work and in the way in which attainment is recorded in class 'trackers'. Through daily routines and an extensive programme for their personal education, pupils make good gains in their spiritual, moral, social and cultural development. They receive good guidance and support. Pupils who are vulnerable, and those with complex needs, receive outstanding care. Good links with families enable parents and carers to be fully involved in their child's education. For example, those parents and carers who attend the weekly 'reading slots' with the literacy worker say it is helping them understand how their children learn, as well as accelerating their child's progress in reading.

Leaders have addressed the issues identified by the previous inspection by raising attainment in writing, ensuring that more-able pupils are now well catered for, and that all staff play a full part in monitoring the school's effectiveness. Self-evaluation is accurate and leaders are fully aware of the school's strengths and areas for improvement. The skill and enthusiasm of the leadership team, supported by staff, gives the school good capacity to continue to improve.

What does the school need to do to improve further?

- Raise achievement in science by:
 - reviewing the science curriculum for pupils in the mixed-age classes to ensure they acquire skills in a logical order
 - undertaking a check of staff skills and providing training as necessary

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- providing more opportunities for pupils to take responsibility when setting up, organising and recording their investigations
- posing more searching questions and using scientific vocabulary to make pupils think and reason.
- Consolidate the good range of assessment procedures by:
 - ensuring that marking in pupils' books is consistent and follows the 'star' and 'wish' rule
 - ensuring recording in class 'trackers' uses the method which measures progress more precisely.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy attending school. They arrive on time, eager to embark on whatever exciting activities the day has to offer. In lessons, most concentrate well and are working hard, particularly on the presentation of their written work. Behaviour is good. The few pupils who arrive with a history of inappropriate behaviour are helped find ways of channelling their energies into their work so others can learn without disruption.

Pupils are justifiably proud of their achievements. There has been a significant rise in attainment in writing. Recognising that boys were not achieving as well as girls, teachers introduced imaginative activities that have gained boys' interest. For example, while studying 'traditional tales', teachers have moved away from the usual fairy stories and have introduced 'super heroes'. This has been successful in inspiring boys to write at greater length and more imaginatively. Boys' success in writing has led to their improvement in other subjects. As a consequence, the gap in standards between boys and girls is narrowing. While achievement overall is good, progress in science is inconsistent. Though pupils have a reasonable understanding, some struggle to explain how to set up an investigation and they have limited opportunities to take responsibility for their own learning and for recording their experiments. The achievement of more-able pupils is now as good as their classmates. Through a better match of tasks, pupils are stretched and are attaining higher levels. In lessons, small group work for the most-able readers is enabling them to become more fluent, read with expression, and hone their comprehension skills. Similarly, pupils who excel in mathematics are challenged by working with groups of older pupils undertaking more challenging work. Pupils with special educational needs and/or disabilities receive good additional help in class and in small group work. As a consequence, they make good progress and their achievement is now good.

Pupils are confident and took delight in speaking with inspectors, directing their attention to the colourful displays that support learning. Pupils conscientiously undertake their numerous responsibilities around school, including feeding the fish. Pupils have a good understanding of community. Planned activities in 'community week' give them a greater awareness of, for example, sustainability through saving power and water. Joint activities with their link school such as a shared picnic and visits to a mosque and to Dewsbury Minster, further pupils' awareness of diversity, and extend their cultural understanding. Pupils' above-average attendance and their successes in literacy, numeracy and when using computers, set them in good stead for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Pupils are making good progress because adults have high expectations of what they will achieve. Overall, teachers have a good understanding of the subjects they teach but there is too much variation in the teaching and support for science. For example, in some classes, the same activity and worksheet are given to all pupils and insufficient emphasis is placed on reinforcing scientific vocabulary. Furthermore, questions are not always sufficiently challenging to make pupils think and reason for themselves. Teachers make good use of assessment. Skilled questioning is used to gauge pupils' understanding and to reshape tasks where necessary. Day-to-day assessment is linked to pupils' prior learning and used when planning further work. Teachers mark pupils' work conscientiously. However, the school system of praising success with a 'star' and giving guidance on how work can be improved through a 'wish' is not always adhered to, so pupils not always clear about what they need to do to improve. Furthermore, there are differences in the recording of achievement in class 'trackers'. Some continue to use National Curriculum levels as opposed to the points system introduced by leaders, designed to pinpoint attainment and progress more accurately.

Changes to the curriculum have made it more appealing and meaningful to pupils. They are now able to make links between subjects and transfer their knowledge. Very good use is made of visits and visitors. For example, pupils had a greater appreciation of Remembrance Sunday through their visit to the War Memorial, and were surprised to find

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the names of some of their ancestors recorded. Pupils in the mixed Year 1 and 2 class generally do not miss out on any topics because of careful planning. However, this is not the case in science where, because of the two-year programme, skills are not always taught in a logical order. Good provision is made for pupils with special educational needs and/or disabilities through, for example, additional reading and spelling, and movement groups for those with dyspraxia. Pupils thoroughly enjoy the wide range of clubs with martial arts and 'family cookery' being particular favourites.

The good care and support provided enables pupils to learn well and have access to all activities. Carefully-targeted support for pupils with social and emotional needs results in considerable improvement in their behaviour and relationships. The most vulnerable are supported especially well and are helped to overcome barriers to learning by staff who have undertaken training to provide, for example, for pupils who have medical needs. The arrangements for pupils joining and leaving the school has been well thought through with the school taking the lead in a local authority project for children moving from nursery education into school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders are clear and unyielding in their pursuit of a quality provision. Through good professional training for staff they have raised pupils' achievement and the quality of their learning. A careful check is kept on pupils' progress so that gaps in learning are quickly identified and remedied. Challenging targets have been set for pupils of all capabilities. The school development plan is clear about how success will be achieved and leaders recognise the need to provide further training for staff in the teaching of science.

Equality of opportunity is at the heart of the school. Every pupil and member of staff is valued and treated as an individual. Though the school has pupils from predominantly White backgrounds, initiatives, such as a link with a school in Pakistan and with a school for pupils of mostly South Asian background have raised pupils' awareness of community cohesion and diversity. As a result, pupils are conscious of differences in lifestyles while recognising things that they have in common that can be built upon.

Governance is satisfactory. Many members of the governing body are new, but are determined to make a difference. They have a good understanding of their role and have already undertaken considerable training. Several bring individual skills, for example, in education and social care, which have already been of help to the school. Staff and pupils appreciate the work undertaken by class 'link governors'. All legal requirements are met. At the time of the inspection, good arrangements were in place to safeguard pupils. Issues

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about safety and well-being are incorporated into the curriculum. As a consequence, pupils show a good understanding of keeping themselves safe and healthy.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage and make good progress. As a result of detailed planning, children in the mixed-age class with Year 1 pupils receive their full entitlement. For example, times have been allocated for these children to play alongside their peers using both the indoor and outdoor Reception class facilities. Children grow in confidence with the majority attaining the nationally expected levels in all areas of learning. Children make the most progress in communication and language, and in their personal development. The formal teaching of letters and sounds is having a considerable effect on children's reading and writing. Daily routines contribute to achievements in language acquisition. For example, as children arrive each morning, they select a card with their name written on it, and then endeavour to write their name independently as then respond to their name when the register is called. This means they are improving their reading, writing and listening each day. While children make above the expected rate of progress in most areas of learning, their knowledge and understanding of the world around them is less well developed, as is their creative development and understanding of shape. In addition to good links with parents and carers, very good arrangements with the 10 feeder nurseries allows for a smooth start to children's school careers. Similarly, equally good links with a local children's centre provide access to a range of professionals and ensure children's physical well-being. The leadership of the Early Years Foundation Stage is good and all the welfare requirements are met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Approximately a quarter of parents and carers returned the inspection questionnaire. The majority are supportive of the school, commenting on the friendly atmosphere, the dedication of staff, and the support given to pupils with special educational needs and/or disabilities. Individual concerns were expressed that some parents and carers have little idea of their child's progress, and of the care given to individual pupils. Inspection findings endorse the strengths identified by the parents and carers. They receive good information about their child's progress, and teachers are available after school each Monday for any parent or carer to pop in and chat. Pupils receive good care and support.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Earlsheaton Infant 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 inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	62	8	31	1	4	0	0
The school keeps my child safe	20	77	5	19	0	0	0	0
My school informs me about my child's progress	17	65	9	35	0	0	0	0
My child is making enough progress at this school	16	62	10	38	0	0	0	0
The teaching is good at this school	17	65	9	35	0	0	0	0
The school helps me to support my child's learning	17	65	8	31	1	4	0	0
The school helps my child to have a healthy lifestyle	16	62	9	35	0	0	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)	14	54	10	38	0	0	0	0
The school meets my child's particular needs	17	65	9	35	0	0	0	0
The school deals effectively with unacceptable behaviour	19	73	6	23	0	0	0	0
The school takes account of my suggestions and concerns	16	62	6	23	3	12	0	0
The school is led and managed effectively	17	65	8	31	1	4	0	0
Overall, I am happy with my child's experience at this school	17	65	8	31	1	4	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 November 2010

Dear Children

Inspection of Earlsheaton Infant School, Dewsbury, WF12 8JF

First, may I say what an enjoyable time my colleague and I had when we visited your school. Thank you for talking to us and for showing us your work. We especially enjoyed hearing about efforts to save water and electricity, and were most impressed by your 'Seasons' mosaic in the hall, and by your weaving. It was very clear from our chats and the questionnaire replies we received from your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school is providing you with a good education. As a result of good leadership, good teaching and a good curriculum, you make good progress. You enjoy your lessons, you are well behaved, and particularly enjoy the many clubs, especially family cooking.

We have asked the school to act on a couple of ways that would make your school even more successful.

- You are making good progress in reading, writing and mathematics, and the staff are going to help you to make the same rate of progress in science.
- Your teachers mark your work regularly, but some need to be clearer about the way they use 'stars and wishes' so you know to improve your work.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Mrs Katharine Halifax

Lead inspector

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