

# South Hiendley Junior Infant and Early Years School

## Inspection report

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<b>Unique Reference Number</b>	130971
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	360178
<b>Inspection dates</b>	22–23 November 2010
<b>Reporting inspector</b>	Linda Murphy

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>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr E Wrigglesworth
<b>Headteacher</b>	Mrs Lisa Corson
<b>Date of previous school inspection</b>	12 May 2008
<b>School address</b>	George Street South Hiendley, Barnsley South Yorkshire S72 9BY
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## Introduction

This inspection was carried out by three additional inspectors. 12 lessons were observed and seven teachers and a higher level teaching assistant were seen teaching. Meetings were held with groups of pupils, members of the governing body and staff. The inspection team observed the school's work and looked at a range of documentation including assessments of pupils' progress, curriculum information, improvement plans, self-evaluation, pupils' work, and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils and 61 from parents and carers.

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

- How good the achievement of higher attainers is, to determine whether the quality of teaching and the curriculum is sufficiently challenging for them.
- Why there is variation in attainment between subjects.
- How well the school promotes community cohesion.
- How effective is the leadership and management of the provision for pupils with special educational needs and/or disabilities.

## Information about the school

This is a smaller-than-average school of its type. Most pupils are White British. A few pupils attend from minority ethnic groups. 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 fluctuates, but overall it is above average. The school has attained Healthy School status and the Financial Management in Schools accreditation. The school extends its services in that it provides a breakfast club and flexibility in nursery times. Since the last inspection, the school accommodation has been improved and a new headteacher appointed.

**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 school provides its pupils with a good standard of education. It capitalises on its small size and very friendly atmosphere: the staff knows the pupils well and provides good care. As a result, the pupils' personal development is good overall. Indeed, the pupils' behaviour and their understanding of how to keep safe and live a healthy lifestyle are outstanding. The school's mission statement, 'Everyone equal, everyone happy', is underpinned by outstanding safeguarding procedures.

The school ensures that the pupils achieve well. Its success is clear in the pupils' confident and enthusiastic approach to learning. Good quality teaching, underpinned by a curriculum that is creative, flexible and increasingly meets the needs of all groups of pupils, assures their good progress. Typically, children enter the Early Years Foundation Stage at levels well below the expectations for their age. They achieve well to move up a level to below that usually expected on entry to Year 1. The pupils' good achievement continues across the school and by the end of Year 6 attainment is broadly average in reading and science. There is variation year on year between and within mathematics and writing. In English, the pupils' grasp of and use of grammar is a relative weakness, as is their ability to apply their calculating skills to solve mathematical problems.

Although it is average overall, the pupils' attendance is adversely affected by families taking their children out of school during term-time for holidays. Although the school does not authorise this, it means that a very small minority of pupils miss out on lessons over the school year, even though extra work is given to help them catch up.

The leaders and managers, including members of the governing body, are analytical and reflective. The staff shares a good understanding of the school's strengths and areas to develop from clear school self-evaluation. This shared understanding has resulted in good progress since the last inspection. Key issues raised at that time have been addressed. Furthermore, enhancement of the accommodation has raised the profile of reading in the school and has increased the school's capacity to work with parents and carers. The work of the governing body and the quality of provision for children in the Early Years Foundation Stage have improved well. All of this is testament to the school's good capacity to continue to improve.

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

- Raise pupils' attainment in English and mathematics and ensure consistency in pupils' attainment by:
  - - enhancing their understanding and knowledge of grammar and punctuation and improving their ability to use both correctly, in order to improve their writing

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- - improving pupils' ability to use their calculating skills so that they can better solve mathematical problems.
- Improve attendance by involving all pupils and their families in striving to meet the school's challenging target to raise attendance to above average.

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

**2**

Lessons are characterised by the pupils' readiness to learn; for example, by listening carefully, volunteering answers to questions avidly, and by working at a good pace, either independently or with partners. The pupils understand their targets and know what they need to do to improve. They take delight in improving the quality of their work; for example, when they read teachers' comments and act upon them and when they receive praise for their accomplishments. As a result, all groups, including those with special educational needs and/or disabilities, achieve well and enjoy school thoroughly.

The pupils' attainment overall is broadly average and may be stronger one year in mathematics and another year in English. Variations in the small groups of pupils accounts for this to some extent. In addition, there is inconsistency between aspects of the subjects. As a result of the school's keen focus, the pupils' calculating skills have improved well. However, their application of these skills in solving mathematical problems is weaker. In writing, there are aspects, such as the correct use of grammar and sentence construction, that are underdeveloped. However, the pupils enjoy writing and attempting to improve the content of their work. For example, ideas for words flowed in profusion from a group of higher-attaining pupils in Years 5 and 6, because they were challenged effectively to describe and write about a winter wonderland. They were delighted with their own success! The pupils' reading skills, which are at the top end of average, are of a higher calibre. They love books, enjoy reading them for recreation, and use their reading skills well to gather information.

The pupils behave remarkably well and take on responsibilities, such as helping adults to carry out a health and safety audit of the premises, leading parts of lessons, and as active school councillors. They contribute well to their school community and beyond. The slogan 'If you see someone without a smile give them one of yours' is implemented enthusiastically in this happy school community. The pupils' very healthy and extremely active lifestyle is enhanced through plentiful dance and sports and opportunities to grow a range of plants, including vegetables. A weakness is the irregular attendance of a very small minority.

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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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<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?

The teachers and other adults establish excellent relationships with the pupils quickly. Planning for lessons is of good quality. Together with good use of assessment, it guides the teaching expertly so that the needs of pupils of different abilities, including those with special educational needs and/or disabilities, are met well. The adults use praise very effectively to encourage and motivate the pupils. Apt activities and good supporting resources aid the pace of and independence in pupils' learning. The teaching is very proactive and resourceful. In a minority of lessons where teaching is less effective, the support staff have a narrow view of their role and are not fully utilised. At times, the pupils are seated for too long and this leads to less time for independent and collaborative work.

Interesting and relevant curricular themes capture the pupils' interest and enthusiasm well. There are opportunities for the pupils to practise their skills in literacy, numeracy and information and communication technology (ICT) in other subjects. Visits and visitors enrich the pupils' experiences and very effective partnerships with local schools enhance the curriculum. For two years, the school has organised a class of boys and this works well because the curriculum is organised to meet their particular interests and, as a result, they enjoy learning fully and make good headway in basic skills. The school is careful to ensure that pupils in mixed-age classes do not repeat earlier learning.

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The quality of pastoral care is good overall and the school works well with external agencies to support pupils who have particular needs. For example, customised initiatives to meet the needs of groups and individuals are successfully driven and the benefit is evident. Some examples of exceptional progress can be seen for some pupils needing a lot of support. The pupils' emotional development is promoted well. Parents and carers appreciate the care the school provides very much. Some effective work has occurred to promote regular attendance, such as the provision of a breakfast club. However, the school recognises that there is even more to do in this respect to promote more regular attendance amongst those pupils whose absence rates are higher than average.

*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 school is moving forward on most fronts because the leaders and managers at all levels ensure that all of the staff shares the same drive and ambition to achieve the school's goals. Good relationships with and very effective provision for parents and carers, together with much close work with outside agencies, enable the school to enhance what it provides for the pupils. Self-evaluation is rigorous. Training and development are promoted well to the benefit of the pupils' learning. The school has a successful role in its local community; indeed community cohesion is good overall. It enables the pupils to gain a well-rounded understanding of the diversity of a range of communities, nationally and globally. The school is very inclusive, effective in tackling any form of discrimination and promotes equality of opportunity and understanding of diversity well. Good use of data stems from a simple yet easy-to-use system which informs the school of the progress of individuals and groups of pupils and of the next steps required for improvement. The school's national test results are monitored and evaluated carefully. The well-led and mostly well-supported governing body has very effective systems in place to monitor the school's work and to contribute to self-evaluation. Very robust policies and extremely thorough record keeping, that meet requirements fully, contribute to high quality procedures for safeguarding.

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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>1</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**

With clear support from the headteacher, the leadership and management of the Early Years Foundation Stage ensures children's good progress. This is a good improvement since the last inspection. Activities are exciting and matched to the children's needs and interests with a balance of teacher-directed and child-initiated learning. The children enjoy directing their own learning and sharing the outcomes with classmates and adults. They enjoy thoroughly playing and learning outside. For instance, the children set about hunting for spiders using magnifying glasses, or digging through autumnal leaves knowing that the damp, misty atmosphere may well make their task successful. Others used the 'trim trail' energetically to balance across a rope bridge, chattering away as they progressed. Direct teaching is a particular strength in the Reception Year. The atmosphere is friendly, calm, welcoming and very conducive to learning, so that not a minute is wasted. It is very well organised and other adults are deployed very well. As a result, the children build well on their good Nursery experiences and become more adept, for example, at learning the sounds that letters make to help them in their writing. Differences in procedures for registration and in the organisation of activities at the beginning of each day are two areas where provision in the Nursery and Reception classes is not as effective as in other aspects.

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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

Just under a third of all parents and carers responded to the inspection questionnaire. Of these, an overwhelming majority was highly supportive of the school. A typical comment, which reflects the positive feedback from the Ofsted survey and the school's own surveys, is 'The school provides us with teaching aids to use at home where my child has struggled, and where my child is ahead of others my child joins another group rather than be held back. They keep us well informed and my child is thriving'. A few responses raised individual concerns. The inspectors followed these up, but found no underlying pattern. The inspection team judged that this is a good school, yet found that the pupils' attainment is not always consistent between and within subjects. They judged also that the pupils' attendance is no better than average because some families take their children on holiday during school time.

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

Ofsted invited all the registered parents and carers of pupils registered at South Hiendley Junior Infant and Early Years 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	64	22	36	0	0	0	0
The school keeps my child safe	26	43	34	56	0	0	0	0
My school informs me about my child's progress	22	36	37	61	2	3	0	0
My child is making enough progress at this school	22	36	38	62	1	2	0	0
The teaching is good at this school	32	52	28	46	0	0	0	0
The school helps me to support my child's learning	19	31	39	64	3	5	0	0
The school helps my child to have a healthy lifestyle	23	38	35	57	1	2	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)	24	39	34	56	0	0	0	0
The school meets my child's particular needs	25	41	35	57	0	0	0	0
The school deals effectively with unacceptable behaviour	27	44	29	48	3	5	0	0
The school takes account of my suggestions and concerns	23	38	34	56	1	2	0	0
The school is led and managed effectively	33	54	27	44	0	0	0	0
Overall, I am happy with my child's experience at this school	31	51	30	49	0	0	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](http://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"><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.**



24 November 2010

Dear Pupils

**Inspection of South Hiendley Junior Infant and Early Years School, Barnsley, S72 9BY**

I would like to thank you for the help you gave during the inspection of your school.

South Hiendley is a good school. There are some outstanding features which include the way the school keeps you safe and your understanding of safety, your excellent behaviour which helps you learn and enjoy school, and your first-rate knowledge of how to live a healthy lifestyle, such as growing your own vegetables, eating healthy snacks and exercising.

The leaders and managers do a good job. In particular, they make sure that the children in the Nursery and Reception classes learn much faster than they did in the past; they get off to a good start to their learning. You make good progress also in Years 1 to 6. You contribute a lot to your school and local community and know about the similarities and differences between yourselves and people who live further afield. You understand very clearly what is right and wrong, get on remarkably well with everyone and take much joy in learning. You are taught well and so you learn well and the themes you study are interesting and exciting. You are looked after well.

To help to make the school even better, I have asked the headteacher to make sure that your attainment and attendance improves by:

- helping you improve aspects of your writing and mathematics
- improving attendance by involving all pupils and their families to meet the school's challenging target to raise attendance.

You can help by continuing to do your best and your families can help by ensuring you all attend school regularly.

Yours sincerely

Mrs Linda Murphy

Lead Inspector

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