

Warwick Road Junior Infant and Nursery School

Inspection report

Unique Reference Number	107642
Local Authority	Kirklees
Inspection number	356201
Inspection dates	23–24 November 2010
Reporting inspector	Melvyn Hemmings

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	The governing body
Chair	Mr A Daji
Headteacher	Mr Ayub Bismillah
Date of previous school inspection	25 June 2008
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Introduction

This inspection was carried out by three additional inspectors who visited 17 lessons or parts of lessons. The inspectors observed 16 teachers and held discussions with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work and looked at a range of policies, minutes of governing body meetings, assessment information and curriculum planning. In addition, 141 responses to parents' and carers' questionnaires were received and analysed.

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

- How effectively the school is working to raise attainment, particularly in English and mathematics.
- How well the needs of different groups are met, especially pupils of Pakistani heritage and those pupils with special educational needs and/or disabilities.
- The impact of strategies to improve attendance.
- Whether leaders now have accurate summary information about the progress made by children in the Early Years Foundation Stage.

Information about the school

The school is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below that usually found. Almost all pupils are from minority ethnic heritages and a majority are at an early stage of learning English. The school holds the Investors in Pupils Quality Mark and is also an accredited Healthy School.

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

The school provides a good quality of education for its pupils. The headteacher, ably supported by senior leaders, has successfully led the school in consolidating and building upon the good performance since the last inspection. Leaders and the governing body have a clear understanding of the school's strengths and weaknesses. Accurate self-evaluation enables them to pinpoint priority areas for development and then make plans for improvement based on comprehensive information. For example, they identified that, although some pupils with special educational needs and/or disabilities achieved well, their overall progress was satisfactory. This stemmed from a lack of consistency between classes in the way support programmes were being carried out. Procedures have been recently amended and leaders acknowledge that these need to be carefully monitored and evaluated to measure their impact on pupils' learning and attainment. Currently, pupils with special educational needs are making satisfactory progress. All involved in the school share a commitment to further improvement and morale is high. The school's track record indicates the capacity to move forward is good.

The very large majority of pupils and most groups, including pupils of Pakistani heritage, make good progress and attain standards that are broadly average in English, mathematics and science by the time they leave school at the end of Year 6. This represents good achievement from their skill levels on entry to the Nursery, which are generally low for their age, particularly in language and communication. Action taken by leaders has improved pupils' reading skills and their ability to write using accurately - constructed sentences. They recognise the need to extend pupils' vocabulary and to provide more opportunities for them to share ideas and write about real-life situations in order to improve their creative writing and raise attainment. Training to develop staff expertise in teaching mathematics has led to improvements in pupils' calculation skills and their ability to solve number problems. Pupils apply their basic skills securely in a variety of contexts.

Pupils behave well and show much enjoyment in coming to school. Teachers ensure that classrooms are calm and friendly places in which to learn and this contributes positively to the progress pupils make. The curriculum is rich and rewarding, with many opportunities for pupils to extend their learning through enrichment beyond the classroom. Planning in the Early Years Foundation Stage does not make sufficient links between learning in the classroom and that which takes place in the outdoor area. The school has successfully improved pupils' attendance and it is now average. Parents and carers greatly appreciate the emphasis the school places on ensuring the safety and well-being of their children. Pupils make positive comments about this, too and say, 'Our teachers keep us safe, you know!'

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Raise attainment, particularly in writing by:
 - placing more emphasis on pupils sharing their ideas before starting to write
 - providing more opportunities for pupils to write from their own experiences and about real-life situations
 - using questioning and discussion more effectively to extend pupils' vocabulary and their ability to think creatively
 - rigorously evaluating the revised procedures for supporting pupils with special educational needs and/or disabilities to ensure they all make at least good progress.
- Strengthen the links between indoor and outdoor learning in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

2

Pupils have positive attitudes and are keen to learn. They are curious, enjoy working together to solve problems and persevere when faced with difficulty. They particularly enjoy taking part in practical activities. This was evident in a Year 5 lesson in which pupils enacted group role play to show how conflict could be made worse or be resolved. Pupils are confident readers and enjoy talking about books. They use accurate punctuation, grammar and spelling in their writing but their stories and accounts lack creativity. Pupils have secure mathematical calculation and mental recall skills and can apply these confidently to solve real-life number problems. Pupils at an early stage of learning English make the same good progress as most others because of the well-targeted support they receive.

Pupils have a good understanding and appreciation of the traditions and beliefs of cultures and religions different to their own. They are keen to take on responsibilities, such as being a school councillor and, in so doing, enhance school life. They contribute well to the wider community through charity fund-raising and involvement in a local Asian elderly day care centre. Pupils say they feel safe in school and on educational visits. Pupils' improved attendance and broadly average attainment by the time they leave school show they are soundly prepared for the next stage of education and their future lives.

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

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	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	3
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	3
Taking into account:	
Pupils' attendance ¹	3
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?

Teachers provide motivating activities that capture and maintain pupils' interest. They ensure that lessons have a good pace and little time is lost. Teachers have good subject knowledge and are able to explain new ideas clearly and confidently. There are not enough opportunities for pupils to be involved in paired and group discussions to share ideas and extend their vocabulary. Questioning is not always successful in challenging pupils to elaborate on their answers by thinking creatively. Marking and verbal feedback are used well to guide pupils to improve. Teaching assistants, many of whom are bilingual, provide valuable support for all pupils and especially those at an early stage of learning English.

The curriculum is enriched by out-of-school clubs and educational visits, such as to Manchester University and to Filey to study a different environment. The opportunity to work with a variety of visitors, including artists, drama groups and sports coaches, widens pupils' horizons and extends their skills. Involvement in the Investors in Pupils scheme has heightened pupils' awareness of their individual and joint responsibilities within the school community. Pupils' cultural development is enhanced by partnerships with other schools which enable them to work with pupils from different cultural and religious backgrounds. Healthy School accreditation reflects the school's commitment to encouraging pupils to adopt healthy lifestyles.

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

The school provides a safe and welcoming learning environment. Staff are committed to the care of all pupils and know the steps to take if they have any concerns about the well-being of a pupil. Well-targeted support for potentially vulnerable pupils plays an important role in supporting their learning and development. Good attention is paid to ensuring those who have a planned absence do not fall behind. The school ensures that pupils with medical needs are catered for well.

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 have successfully created a common vision for school improvement among staff and they drive improvement well. The governing body is supportive of the school and effectively influences its direction. Leaders place a strong emphasis on equality of opportunity. This is shown in the way they acted after identifying that some pupils of Pakistani heritage were not progressing as well as other groups. As a result, their progress quickly improved and any difference is now minimal. The school has clear policies and procedures to ensure the safeguarding and welfare of pupils and staff. Training of all staff in safeguarding is of good quality, especially in child protection. Community cohesion is promoted well and this leads to the school being a harmonious place, with pupils from different backgrounds getting on well together. The school engages well with a variety of community groups beyond the school and immediate vicinity. Partnership activity enhances pupils' learning and development in ways the school could not provide on its own. For example, involvement in the local network of schools and the Schools Sports Partnership extends pupils' skills in art, drama, science and sport. The school has positive relationships with most groups of parents and carers, taking account of their suggestions and concerns and helping them to support their children's learning in a variety of ways.

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

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	2
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

Staff have a good understanding of the needs of children this age and are able to provide stimulating and relevant experiences to promote their learning and development. As a result, they make good progress and achieve well across the areas of learning, though writing is a weaker aspect of their performance. Relationships are good and children show a lot of enjoyment in their activities. They behave well and enjoy working together in pairs and small groups on practical activities. This was evident when children in Reception were learning to sort objects by their similarities and differences. Staff provide children with a variety of activities from which to choose, but sometimes do not give enough direction towards those that will develop their literacy and numeracy skills. The curriculum is enhanced with opportunities to work with a variety of visitors, including the school nurse. Strong emphasis is placed on ensuring children's safety and welfare. Good leadership has improved the way that information about progress is collected and the school now has an accurate summary of children's progress. The leader has correctly identified the priority area for development is to improve the link between activities provided in the outdoor area to learning that has taken place indoors, particularly in writing. Relationships with parents and carers are good and enhance children's learning and development.

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

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

An above-average proportion of parents and carers returned completed questionnaires. The very large majority were positive about the school's work and the efforts of all staff. They were particularly pleased about how their children enjoy school and how they are kept safe. A few do not agree that the school helps them support their children's learning nor takes account of their suggestions and concerns. Inspectors judge that the school helps parents and carers to support their children's learning in a variety of ways and takes due account of their concerns and suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warwick 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 141 completed questionnaires by the end of the on-site inspection. In total, there are 331 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	43	79	56	2	1	0	0
The school keeps my child safe	53	38	84	60	1	1	3	2
My school informs me about my child's progress	26	18	94	67	15	11	4	3
My child is making enough progress at this school	21	15	103	73	11	8	3	2
The teaching is good at this school	36	26	88	62	13	9	2	1
The school helps me to support my child's learning	33	23	81	57	22	16	3	2
The school helps my child to have a healthy lifestyle	52	37	83	59	4	3	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)	25	18	87	62	11	8	6	4
The school meets my child's particular needs	30	21	95	67	12	9	1	1
The school deals effectively with unacceptable behaviour	36	26	94	67	4	3	2	1
The school takes account of my suggestions and concerns	24	17	89	63	16	11	1	1
The school is led and managed effectively	28	20	88	62	14	10	6	4
Overall, I am happy with my child's experience at this school	48	34	81	57	12	9	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.



25 November 2010

Dear Pupils

Inspection of Warwick Road Junior Infant and Nursery School, Batley, WF17 6BS

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good and that:

- you behave well and make good progress in your learning
- the curriculum is enriched by a wide range of educational visits, such as to Manchester University
- staff look after you well and make sure you are safe
- in your questionnaires, you say that you learn a lot in lessons and the school helps you to be healthy
- you have a good understanding and appreciation of the traditions and beliefs of cultures and religions different to your own
- the headteacher, staff and governors are working hard to help you do better.

What we have asked your school to do now is to:

- raise your attainment, especially in writing, such as by extending your vocabulary and ability to think creatively and providing more opportunities for you to write from your own experience about real-life situations
- improve the links between indoor and outdoor learning for children in Nursery and Reception.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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