

Hartshead Junior and Infant School

Inspection report

Unique Reference Number	107667
Local Authority	Kirklees
Inspection number	356209
Inspection dates	24–25 November 2010
Reporting inspector	Brenda Clarke

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Mrs Sally Steward
Headteacher	Mr Jim Lewis
Date of previous school inspection	27 November 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed six lessons and four teachers and held meetings with groups of pupils, staff and a member of the governing body. They observed the school's work, and looked at documentation including pupils' books, safeguarding arrangements, lesson planning, the school's data and plans for future development. Questionnaires returned by pupils, staff and the 31 returned from parents and carers, were scrutinised.

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

- Pupils' attainment and achievement in writing and strategies to improve this further.
- The quality and consistency of teaching, use of assessment and the effectiveness of teachers' marking.
- The quality of the curriculum and how it is adjusted to address pupils' differing abilities and needs.
- Whether leaders at all levels are equipped and skilled to implement sustained improvement.
- Whether the good outcomes for pupils' personal development and well-being reported at the last inspection have been at least maintained.

Information about the school

The school is smaller than average in size. The proportion of pupils who are known to be eligible for free school meals is well below average, as is the number of pupils who have special educational needs and/or disabilities. The school has received Healthy School status, Activemark and the International School Award.

There has been considerable staffing disruption since the last inspection. Most teachers have been appointed in the last two years and there has been an acting headteacher in post since March 2010.

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. One parent mirrors the views of others when writing, 'The school creates a lovely, caring family atmosphere.' Pupils feel secure, happy and extremely safe. Pupils' behaviour is exemplary. Attendance is high and pupils' enjoyment of school is good. Pupils have a good understanding of healthy lifestyles and take part in an extensive range of extra-curricular and sporting activities. They especially appreciate the good curriculum and the many visits to interesting places that enrich provision. Pupils develop an excellent understanding of cultural and religious diversity through international links and visits to other schools.

Most children enter the Reception class with skills broadly typical for their age. They make good progress. This good progress continues across Key Stages 1 and 2, so that by the end of Year 6, attainment is above average in reading and well above average in mathematics. Most pupils make satisfactory progress in writing to reach broadly average standards by the end of Year 6. From the Reception class onwards, opportunities are missed for pupils to develop and reinforce their skills in writing systematically.

Teaching is good overall and contributes significantly to pupils' good progress. Teachers' very effective skills in behaviour management ensure that lessons run smoothly. Knowledgeable teaching assistants contribute significantly to pupils' learning and ensure that pupils who do not find it easy to learn make good progress in lessons. In the good lessons observed, teachers' planning ensured that new skills were taught in a systematic way and that no time was wasted. In other lessons teachers did not use assessments effectively to plan work that closely matched pupils' differing abilities. Teachers' marking does not routinely inform pupils of how to improve their work.

The acting headteacher is providing a strong steer for the school. In a short time he has gained staff confidence and ensured a strongly motivated, cohesive team. Morale is high. Recently introduced assessment and tracking procedures enable the acting headteacher and governors to keep a closer watch on pupils' progress. However, subject coordinators are at an early stage of monitoring and evaluating provision and have yet to fully develop their management roles. Through a time of considerable turbulence, pupils' good standards and the good outcomes of the last inspection have been maintained. Governors give good support and challenge. Together with the acting headteacher they have rigorously evaluated provision and formulated a challenging strategic plan for future development. These factors indicate a good capacity for further improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing to match their good achievement in reading and mathematics, by:

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- using assessment information more effectively to ensure that work is closely matched to pupils' abilities
- developing opportunities for pupils to write more extensively and for a variety of purposes
- ensuring that curriculum planning includes stimulating opportunities for pupils to apply their literacy skills across subjects
- consistently planning writing opportunities in children's independent activities in the Early Years Foundation Stage.
- Develop the consistency of teaching to that of the best by ensuring that:
 - the pace of lessons is appropriately brisk so that pupils make good or better progress
 - assessment information is used more effectively to ensure that lessons provide sufficient challenge for all groups of pupils
 - marking and target-setting consistently inform pupils of their next steps in learning.
- Develop leadership and management further by:
 - developing the roles of subject coordinators to enable them to monitor, evaluate and develop provision in their subjects
 - involving middle managers in the strategic development of the school.

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

Pupils' enjoyment of their education is good and they achieve well. Most pupils are enthusiastic learners. They listen carefully to their teacher and others and ask relevant questions. Pupils demonstrate good levels of concentration and persevere with their work for sustained periods of time. They develop mature attitudes to learning. From starting points that are mostly typical for their age on entry to the Reception class, pupils make good progress throughout the school. As a result, pupils' attainment, other than in writing, is above average by the end of Year 6. Pupils do not consistently develop quality in their writing so that the written work of older pupils frequently lacks interesting and varied sentences, paragraphs and good use of punctuation. The school is beginning to develop strategies to address some boys' lack of enthusiasm for reading and writing; for example, by purchasing reading books that interest boys and by inviting male poets and authors to talk about their work. Pupils with special educational needs and/or disabilities make good progress because of the extra carefully targeted support they receive from well-trained support assistants and the additional resources purchased to complement their learning.

Pupils' personal development is good and has significant strengths. Pupils are very polite and demonstrate care and concern for others as when older pupils befriend younger children at lunchtime. Pupils get on extremely well together and cooperate fully in lessons and clubs. School council members take their roles seriously and give sensible suggestions for school improvement. Pupils develop confidence, have good levels of self-esteem and are able to reflect deeply on their actions; this, together with overall good basic skills equips them well for the next stage of learning.

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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	1
Pupils' behaviour	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teaching and learning are good and have many strengths that support pupils' good achievement. Teaching seen during the inspection ranged from satisfactory to good. Teachers have good subject knowledge, know their pupils well and have high expectations for pupils' behaviour and attitudes to learning. Teachers sometimes teach pupils in groups according to their age rather than using assessment information effectively to match work to pupils' differing abilities. This reduces the amount of progress made in some lessons, especially for high attaining pupils. Target-setting strategies, which give pupils greater understanding of their learning, are becoming embedded but are not used consistently in all lessons. Attractive, stimulating displays give good esteem to pupils' work.

The curriculum is broad and engaging and leads to good outcomes for pupils, though opportunities are not always taken to apply literacy skills across the range of subjects. It is designed to ensure relevance and interest, grabbing pupils' attention by undertaking trips to exciting places such as the Industrial Museum. Outside partnership initiatives, for example the extensive sporting links with the local high school, extend the school's provision. This enables this small school to join others and take part in competitive team events. The curriculum is carefully planned to accommodate the needs of mixed-age classes. It is effectively adapted for pupils with special educational needs and/or disabilities, enabling them to make good progress and achieve well.

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The school takes good care of its pupils. Pupils say there is an absence of bullying and that adults listen attentively to their concerns. Outside agencies are used well to give additional support and expertise. Pupils whose circumstances have made them vulnerable are identified early and their needs well met. The academic guidance that pupils receive is at an early stage of development so that while pupils have targets for improvement, they do not routinely refer to these in lessons.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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?

The acting headteacher provides strong leadership and is well regarded by parents and carers, staff, governors and pupils alike. Although only in the school for a short period of time, he has rigorously monitored the quality of teaching in classrooms and introduced robust assessment and targeting procedures. This has given the acting headteacher good insight into strengths and areas for development but initiatives have had too little time to impact on the consistency of teaching and pupils' progress in writing. Subject coordinators are keen to develop their leadership roles and are becoming proactive in evaluating provision. However, few opportunities exist for senior members of staff to assist the acting headteacher in a management role. This reduces the scope for staff development. Governors are very committed, well organised and are becoming increasingly involved in evaluating the performance of the school and in setting priorities for improvement.

The school has ensured that all procedures to safeguard pupils are in place and meet statutory requirements. Partnerships are strong and wide-ranging, contributing significantly to provision; for example, greatly enhanced sporting opportunities or developing citizenship through work with a local magistrate's court. Community cohesion is promoted well on a local and an international level. The school has an 'open door' policy and parents and carers have satisfactory opportunities to be involved in their children's education. The school promotes equal opportunities well and ensures that all pupils are valued and fully included in the life of the school.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	3
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's attainment on entry to the Reception class varies year-on-year but most children enter with skills typical for their age. Most have well-developed communication and social skills but are slightly below expectations in their early understanding of letters and sounds and early mathematics. Most children make good progress in all areas of learning so that on entry to Year 1 many achieve, and a majority exceed the expected levels for their age. Their behaviour is exemplary.

Good links with parents and carers ensure that children settle quickly and are happy, safe and secure. Teaching is good, particularly in the teaching of basic skills. Children enjoy learning letter sounds and are taught to use these well. This enables them to make good progress in reading. Children develop good attitudes to learning and high levels of independence so that they are well prepared for their future learning. Teachers plan a broad range of activities both indoors and outside that interest and motivate children. These are suitably mixed between those led by adults and those chosen by children. Some independent activities lack a clear purpose and opportunities to develop early writing skills are sometimes missed. The provision is enriched by visits to interesting places such as a butterfly house.

Leadership is good. Good links with parents and well-planned transition arrangements give children confidence. The Early Years Foundation Stage leader has created an effective team who work cooperatively to ensure a purposeful, happy learning environment. Safeguarding arrangements are rigorous. Assessment procedures are good and used effectively to ensure that children achieve well.

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

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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

About 39% of parents and carers returned questionnaires. Responses were very positive. Particularly positive views were expressed about children's enjoyment and the extent to which children are kept safe. The inspectors agree. Very few parents and carers expressed concerns. This indicates high levels of satisfaction with the school's provision. Staff questionnaires also expressed very positive views with all being proud to be members of staff in this school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hartshead Junior and 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 inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	65	10	32	1	3	0	0
The school keeps my child safe	24	77	7	23	0	0	0	0
My school informs me about my child's progress	16	52	14	45	1	3	0	0
My child is making enough progress at this school	16	52	11	35	1	3	1	3
The teaching is good at this school	17	55	13	42	1	3	0	0
The school helps me to support my child's learning	15	48	13	42	2	6	0	0
The school helps my child to have a healthy lifestyle	16	52	10	32	1	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)	12	39	9	29	3	10	0	0
The school meets my child's particular needs	16	52	11	35	1	3	0	0
The school deals effectively with unacceptable behaviour	15	48	12	39	2	6	0	0
The school takes account of my suggestions and concerns	13	42	15	48	2	6	0	0
The school is led and managed effectively	17	55	11	35	0	0	1	3
Overall, I am happy with my child's experience at this school	20	65	9	29	2	6	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.



26 November 2010

Dear Pupils

Inspection of Hartshead Junior and Infant School, Liversedge, WF15 8AW

I would like to thank you for the very warm welcome you gave the inspectors on our recent visit to your school. We enjoyed talking with you and finding out about your work and the ways in which you help around the school.

Yours is a good school and I understand why you enjoy it so much. You behave very well in lessons and around the school. This shows how polite and sensible you are. You particularly enjoy the good range of school clubs and the visits you make to exciting things such as the Pantomime. You really care about your teachers and other children. Your school takes good care of you and you feel very safe. Your attendance and punctuality are outstanding. Please keep this up!!

I have asked your acting headteacher, other staff and the governing body to do three things to make your school even better for you.

- Make sure that your attainment in writing is as good as that in reading.
- Make sure that you are taught consistently well.
- Give your teachers more opportunities to develop their subject leadership skills so that they too can keep a close eye on how well you are doing in English, mathematics and science and make their subjects even more exciting for you.

We know that you will do your best to help! Thank you once again for two very enjoyable days in school and good luck with all your Christmas activities.

Yours sincerely

Mrs Brenda Clarke

Lead inspector

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