

# Hyrstmount Junior School

## Inspection report

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<b>Unique Reference Number</b>	107682
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	356214
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Marie Cordey

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Robinson
<b>Headteacher</b>	Mrs Ann Crines
<b>Date of previous school inspection</b>	10 April 2008
<b>School address</b>	Highcliffe Road Batley West Yorkshire WF17 7NS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 12 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's self-evaluation evidence, the school improvement plan and internal and external monitoring reports of the school's work. Inspectors also analysed 76 questionnaires completed by parents and carers and also questionnaires completed by pupils and staff.

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

- How well pupils achieve, particularly in mathematics and in writing.
- How effective teaching is in engaging and challenging all pupils.
- How effective the contribution of leaders and managers is in securing pupils' positive outcomes, particularly in mathematics and writing.

## Information about the school

The school is larger than most junior schools. The proportion of pupils known to be eligible for free school meals is below average. All pupils are from minority ethnic groups. The two major groups are Pakistani and Indian. The proportion of pupils with special educational needs and/or disabilities is average. The number of pupils who are at an early stage of learning English as an additional language is below average. The school has gained Healthy School status, and awards for Investors in Pupils and Investors in People. The deputy headteacher took up post in September 2010 and the coordinator for mathematics and information and communication technology (ICT) took up post in January 2011.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. There are clear signs that it is improving. Pupils are looked after well and they receive good care and support, which positively promote their personal development. Most parents and carers who responded to the questionnaire agreed that their children receive a good quality of care. The delight and enthusiasm that pupils demonstrated when welcoming visitors and their gentle and thoughtful behaviour reflected this.

Most pupils' starting points in Year 3 are broadly average, although their writing skills are not as strong as those in reading. Pupils have positive attitudes to learning and behave well, but teaching has not focused sharply enough on improving their speaking and listening skills, the presentation of their work or their mathematical development. As a result, pupils make satisfactory progress overall in their learning.

Staff provide good support for pupils' welfare, particularly those identified with special educational needs and/or disabilities and those at an early stage of learning

English as an additional language. Consequently, pupils grow in confidence and make positive relationships with other pupils and with adults. As a result of good safeguarding arrangements pupils feel very safe. Their social and cultural development is considerably enhanced as a result of the school's strong promotion of community cohesion. The quality of teaching is satisfactory overall, and in some lessons is good or better. High aspirations for pupils and challenging, enjoyable activities characterise these lessons. However, some shortcomings in teaching limit pupils' progress to satisfactory rather than good. Opportunities are missed to plan lessons more effectively to match pupils' individual learning needs. In particular, the quality of planning between teachers and teaching assistants and between teachers who share classes is variable. As a result, some pupils do not build on what they already know and can do, or clearly identify the next steps in their learning.

Following a period of time when pupils' attainment has stayed at a similar level, it has now started to rise. The school's self-evaluation is rigorous and accurate because leaders have a good understanding of the school's strengths and weaknesses and new strategies to improve pupils' skills in writing and mathematics are beginning to have an impact. The application of agreed actions following the monitoring and evaluation of teaching and learning is inconsistent in some classrooms. Despite this, the school is starting to build a track record of improvement as a result of its actions and the school's capacity to sustain continuous improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment, especially in writing and in mathematics, by:
  - focusing more on promoting pupils' speaking and listening skills, improving the quality of pupils' handwriting and the presentation of their work
  - ensuring that pupils write at greater length
  - further improving pupils' skills in mental arithmetic and their ability to investigate and solve mathematical problems.
- Improve the quality of pupils' learning and accelerate their progress by:
  - improving lesson planning to match that of the best, especially in classes shared between teachers and in lessons involving teaching assistants
  - ensuring that the work planned is always closely matched to pupils' learning needs
  - enabling pupils in all classes to clearly identify the next steps in their learning.
- Increase the proportion of lessons that are good or better by:
  - ensuring greater consistency across the school in the pace and focus of learning
  - reducing the length of time that teachers talk in some lessons
  - providing pupils with more opportunities to work independently
  - ensuring that the outcomes of monitoring of teaching are fully implemented.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy lessons most when they are very clear about what they need to do and they have opportunities to think and reflect. This is evident in their smiling faces when they debate and challenge each other in 'talking' and 'thinking' partner groups. Pupils say that they look forward to lessons where they are involved and active and thrive when they are challenged to achieve their best possible work. In these lessons, they are completely focused and relish their learning because of their teachers' high expectations and good subject knowledge. Pupils were thrilled, for example, when they fulfilled their teacher's aim of producing Level 5 work on decimal number subtractions. When there are fewer opportunities to be as involved and focused and to work independently, or when the pace of the lesson slows, pupils learn at a slower rate.

Pupils' attainment is broadly average. It is most assured in reading, but pupils' writing skills are less developed. Pupils' skills in mathematics are beginning to improve, especially in problem solving and mental arithmetic. This is because of the effectiveness of the school's strategies to develop pupils' skills in investigation and to reinforce their learning in basic mathematics, although there are still further improvements to be made in these aspects. Pupils' learning and progress are satisfactory, including those with special educational needs and/or disabilities and those who are at early stage of learning English as an additional language.

Pupils make a good contribution to their school and the wider community through their many positions of responsibility and the care they show for others. They enjoy the many opportunities to celebrate their own cultural heritage and also to understand the cultures

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of people from different faiths and backgrounds. A wide range of attractive wall displays include, for example, inter-faith studies and the work of the artist, Clarice Cliff. Pupils behave well, respect and value others and fund-raise generously, reflecting their good spiritual, moral, social and cultural development. Pupils say that bullying is rare and confirm that there have not been any racist incidents at the school. Pupils have a good understanding about the importance of leading healthy lifestyles because of nutritionally balanced and tasty school dinners and a wide variety of physical education activities. Pupils enjoy coming to school and their attendance is average. Nevertheless, despite the school's efforts and the recent improvements in attendance, it is no better than average because a small number of families take their children out of school for extended holidays. Overall, pupils have the skills to cope satisfactorily with their future education.

*These are the grades for pupils' outcomes*

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

In the best lessons, teachers make pupils well aware of what they will learn, provide them with ample opportunities to apply their knowledge and skills and give them time to reflect on their work. Pupils' work is marked regularly and most understand how to improve their work because their next steps in learning are made clear, but this is not consistent throughout the school. Where teaching is less effective, teachers tend to spend too long talking to the whole class. In these lessons, some pupils become restless, whilst some do

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not understand exactly what is required from them. Some pupils repeat the same mistakes because their work is not checked again once they have made the necessary changes.

The curriculum adequately meets the needs of all groups of pupils. Leaders and members of the governing body have deliberately concentrated on enriching pupils' lives. This is much appreciated by pupils and their parents and carers. As a result, there is a wide range of sporting activities, numerous educational visits and pupils relish the many visits and trips to support their topic work. Curriculum planning is variable in quality, however. It is better when it takes into account what pupils have learned previously. This is not consistent, however, across all subjects and classes, especially when planning lessons. Provision for information and communication technology (ICT) has been significantly improved and resources are used effectively across most subjects.

Pupils with special educational needs and/or disabilities and those who are at an early stage of learning English as an additional language are confident and re-assured because of the personal and emotional support they receive from committed teachers and teaching assistants. The school works effectively with outside agencies, such as speech and language therapists and the local authority, to support the most vulnerable pupils and to ensure the safety of all pupils. A clear commitment for the care of pupils is reflected in thoughtful arrangements to ensure that pupils are well prepared when they move into Year 3 and for the next stage in their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

Clearer direction and accountability are beginning to bring about improvements, although it is too early to see the full impact of these in sustaining improvements in pupils' achievement. Leaders, managers, teachers and members of the governing body care about their school and are committed to improving pupils' attainment through challenging targets which will help pupils to make appropriate progress. The governing body is actively involved in school life, especially as class governors, and are astute in their management of finances. There is a growing commitment to attendance at governing body training courses and the governing body is becoming increasingly challenging of the school's performance. The school's promotion of equality of opportunity is based on respect and value for all people as individuals. Differences in pupils' attainment in different subjects are beginning to narrow and the school's procedures to tackle discrimination are thorough and effective. The promotion of community cohesion is a strength of the school's work because of the contribution of a wide range of activities at local, national and international level. In addition to partnerships with some local schools, there are links with schools in

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Egypt, Indonesia, Sri Lanka and Finland. Safeguarding procedures go beyond national requirements particularly in staff training and in the high profile with which it is regarded by pupils, parents and carers, staff and the governing body.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The vast majority of parents and carers who responded to the inspection questionnaire were happy with the school's provision and indicated that their children enjoyed school. These parents and carers also agreed that the school helped their child to have a healthy lifestyle and that pupils' behaviour was good. Inspectors found that these aspects are good. There was a very small number who had concerns about behaviour but inspectors found no evidence to endorse these views. The school has accurately identified the need to improve progress and their actions are beginning to make a difference because progress is satisfactory and improving. The school is working hard to involve parents and carers even more in their children's learning.



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

Ofsted invited all the registered parents and carers of pupils registered at Hyrstmount Junior 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	38	47	62	0	0	0	0
The school keeps my child safe	29	38	43	57	4	5	0	0
My school informs me about my child's progress	23	30	45	59	7	9	1	1
My child is making enough progress at this school	21	28	41	54	11	14	1	1
The teaching is good at this school	19	25	45	59	7	9	0	0
The school helps me to support my child's learning	17	22	45	59	9	12	2	3
The school helps my child to have a healthy lifestyle	22	29	52	68	2	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)	17	22	53	70	4	5	0	0
The school meets my child's particular needs	18	24	47	62	6	8	0	0
The school deals effectively with unacceptable behaviour	25	33	45	59	4	5	2	3
The school takes account of my suggestions and concerns	15	20	52	68	5	7	1	1
The school is led and managed effectively	22	29	40	53	9	12	2	3
Overall, I am happy with my child's experience at this school	24	32	43	57	5	7	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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

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

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

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

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 January 2011

Dear Pupils

**Inspection of Hyrstmount Junior School, Batley, WF17 7NS**

It was a pleasure to visit your school. The inspection team enjoyed talking to you and listened carefully to what you had to say as well as what you wrote in the questionnaires. You told us how much you enjoy school life. Yours is a satisfactory school. It is good in some areas. You are well behaved, very polite and welcoming. You made us all feel at home because of your smiling faces and your enthusiasm. Your spiritual, moral, social and cultural development is good. This is based on your care for people as individuals, whatever their background, your enthusiasm for learning and your sense of right and wrong. You are all very special people. Well done to each one of you!

You help and care for each other. You particularly enjoy making your good contributions to the school and your local community through all the jobs you do. You are very health conscious and you are rightly proud of all the sporting activities you take part in.

You mostly make satisfactory progress and you do your best work in reading. We would like you to improve your work in writing and mathematics. We have asked your school to support you by involving you more in lessons and making your work very clear to you. We have also asked your teachers and teaching assistants to plan your lessons together carefully and to make sure you understand what you need to do to make your work better.

You can help by continuing to do the best work you can and trying very hard in writing and in mathematics.

Yours sincerely,

Mrs Marie Cordey

Lead Inspector

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