

# Hendal Primary School

## Inspection report

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<b>Unique Reference Number</b>	108218
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	356323
<b>Inspection dates</b>	26–27 January 2011
<b>Reporting inspector</b>	Rosemary Eaton

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>	303
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Fletcher
<b>Headteacher</b>	Mrs Christine Platts
<b>Date of previous school inspection</b>	17 September 2007
<b>School address</b>	Hendal Lane Kettlethorpe, Wakefield West Yorkshire WF2 7QW
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 16 lessons taught by 12 teachers. They held meetings 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 documents including samples of pupils' work, records of their progress, attendance and behaviour, and a variety of policies and plans. The inspectors analysed the 62 questionnaires returned by parents and carers in addition to those from staff and pupils.

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

- Whether rates of progress are even as pupils move up through the school and what accounts for any variations.
- How well the revised curriculum promotes learning and personal development.
- The rigour and effectiveness of systems to monitor and improve teaching and learning, especially in English and mathematics.
- How effectively leaders have managed the integration of pupils from another school.

## Information about the school

This is a larger than average-sized primary school. A much higher-than-average proportion of pupils are known to be eligible for free school meals. Most pupils are of White British heritage. Of the very small minority that are from other ethnic groups, 21% speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. More pupils than average join the school at other than the usual times. In September 2009, 73 pupils joined Hendal from a local primary school that had closed. Nearly all teachers have been appointed since the previous inspection. Currently, six teachers are either newly qualified or in their second year of teaching. Resourced provision for pupils with behavioural, emotional and social difficulties is accommodated within the school but managed by the local authority. The school has gained the Activemark, Artsmark Gold and Sing Up Platinum awards and has Healthy Schools status.

**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. In recent years, staffing difficulties, which have now been resolved, contributed to a dip in the school's performance. Accurate self-evaluation has enabled the headteacher and other senior leaders to identify precisely where improvement is needed and to make suitable plans to reverse the decline in attainment. As a result, there are clear signs of improvement. For example, assessment information reveals that in 2010, the proportion of Year 6 pupils reaching Level 5 in writing had more than doubled since 2009. Staff morale is high: all are working together to move the school forward. All this shows clearly that the school has a satisfactory capacity for sustained improvement.

Children get off to a good start in the Early Years Foundation Stage because their learning and developmental needs are met well. The indoor and outdoor areas are stimulating and well-resourced. By the end of Year 6, attainment is broadly average. It is weaker in writing and mathematics than reading. Pupils often have difficulty performing calculations quickly. Without guidance, they find it hard to organise their writing. Pupils make satisfactory progress, in line with the overall quality of teaching. Although teaching has a number of strengths, there remain inconsistencies. Lesson time is not always used to best effect, pupils are sometimes unclear about exactly what they are intended to learn and marking is not universally helpful. Because teaching is variable, progress fluctuates as pupils move up through the school.

The well-planned curriculum supports personal development particularly effectively, resulting in two outstanding features of the school's work. Pupils have plentiful opportunities to learn about how to achieve and maintain good health. They respond extremely positively by putting into practice their significant knowledge and understanding of issues related to health. Leading the daily 'Wake up, Shake up' sessions and running the fruit tuck shop are ways in which pupils encourage others to adopt healthy lifestyles. These examples also illustrate the exceptional contribution pupils make to the school and wider community. Pupils' concern for the well-being of others is a reflection of the good care, guidance and support they receive.

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.

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

- Raise attainment in writing and mathematics, focusing particularly on improving pupils' ability to:
  - perform mathematical calculations
  - apply these skills to solving mathematical problems

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- organise their writing, and spell and punctuate correctly when working independently.
- Increase the proportion of teaching throughout the school that is consistently good or better, ensuring that teachers focus particularly on:
  - moving learning forward at a quick pace during lessons
  - informing pupils precisely what they are expected to do and learn during the lesson
  - marking pupils' work so they know what they need to do in order to improve.

**Outcomes for individuals and groups of pupils****3**

'We like learning', agreed a group of Key Stage 1 pupils and their view is substantiated by the attitudes displayed in lessons throughout the school. Pupils pay good attention when teachers are talking and are keen to volunteer answers to questions. They clearly enjoy practical activities, readily sharing resources and working together well. Although in many aspects of school life, pupils demonstrate that they are responsible and independent young people, they do not have enough opportunities to take charge of their own learning. As a result, they do not always find it easy to decide how to tackle problems in mathematics or write stories or accounts without a given structure.

Achievement is satisfactory. When they join the Nursery, children's skills are typically below the expectations for their age. In the areas of communication, language and literacy, and personal, social and emotional development, skills are more often well below expectations. By the start of Year 1, good gains have been made so most pupils are working at average levels. From this point onwards, progress is satisfactory and pupils end Year 6 with broadly average attainment in English and mathematics. Inspection evidence indicates that attainment is rising steadily as teaching improves. Nevertheless, weaknesses remain in pupils' ability to calculate, for instance, when solving mathematical problems, and their independent written work is not always spelled or punctuated correctly. Pupils with special educational needs and/or disabilities learn well during the sessions when they are withdrawn from class and taught individually or in small groups. Their progress overall is satisfactory.

Behaviour is good, resulting in lessons that run smoothly. Pupils confirm that bullying does occur from time to time but are confident that, when brought to the teachers' attention, it is dealt with effectively. Pupils with behavioural, social and emotional difficulties learn to manage their own behaviour increasingly well. Pupils feel safe in school and know how to minimise risks to their safety, for example, when using the internet. Their love of singing and art enriches the lives of people beyond the school community. For example, they entertain elderly residents and have improved the environment by decorating huts on a nearby building site. Their contribution to the school community is equally outstanding and is exemplified by the extremely responsible manner in which roles such as playground buddies, dining room helpers, and school councillors are performed. From a young age, pupils demonstrate their exceptional understanding of healthy lifestyles, for example, by always being ready to be physically active or to try new foods, during lessons and clubs. Pupils show great empathy for others, whether extending a warm welcome to new pupils or expressing the emotions engendered by images of the Holocaust. Despite these very positive features of their personal development, average attendance and competence in

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basic skills mean that pupils' readiness for the next stage in their education is satisfactory rather than good.

*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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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?

Teachers have established very positive relationships with pupils, which encourage pupils to try their best. Teaching assistants make good contributions to learning, working closely alongside teachers. Leaders have successfully ensured that lessons invariably begin with teachers informing pupils what they are to learn and how they will know they have been successful. However, these objectives and success criteria are sometimes too vague and undemanding, and so do not lead to pupils learning well. Sometimes, teachers give overly-long explanations and instructions. This slows down the pace of learning and restricts the time available for pupils to learn independently. Independence is also hampered on the occasions when tasks, particularly in writing, are directed too closely by the teacher so pupils get used to being told what to do next. Some marking is both encouraging and helpful. However, too much of it does not point out precisely what pupils need to do in order to improve their work and pupils are not always expected to correct errors or respond to teachers' advice.

The revised curriculum is very well matched to pupils' needs and interests, although there has not been time for it to have a significant impact on achievement. A key strength is the provision of exceptional opportunities for enrichment, through a host of very popular and

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wide-ranging clubs, exciting trips and residential visits, and visitors to school. These stimulate pupils' enthusiasm for learning, boost their self-esteem and encourage them to use their leisure time very productively. Partnerships with community groups and a variety of providers enable the school to offer more than would otherwise be possible. For example, pupils are involved in a project with the Royal Horticultural Society that involves growing, cooking and eating vegetables and recording their work using digital imaging. Although plenty of time is allocated to literacy and numeracy, there are not enough opportunities for pupils to apply their writing skills other than during English lessons.

Each pupil is known extremely well to the school and their learning and development are tracked carefully. This enables the school to direct support to where it is most needed. For example, a group of potentially vulnerable pupils have a weekly session to enable them to discuss their emotions, develop strategies for coping with their problems, and have fun together. Pupils with special educational needs and/or disabilities are identified quickly and suitable arrangements made to cater for them. Similar attention is paid to pupils working at levels higher than others of the same age. Good behaviour is promoted effectively and good attendance is encouraged strongly, for example, through motivating rewards for pupils. In all this work, relevant agencies and professionals work in tandem with the school.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

While inspiring staff to share her determination to raise attainment, the headteacher has ensured that the commitment to pupils' personal development remains as strong as before. In this, she has the invaluable support of the assistant headteachers who carry out significant responsibilities with enthusiasm and attention to detail. Many teachers are relatively new to the school and so the senior leaders have taken on most of the work relating to monitoring, evaluating and planning to improve teaching and learning. Systems are proving to be effective, as seen in signs of improvements in individual teachers' practice, although consistency has not yet been achieved. Plans are now in progress to develop the leadership skills of other teachers and to delegate tasks more widely. A number of members of the governing body are also very new to their roles. Governance is currently satisfactory but is improving as new arrangements, such as the commitment to having one of the governing body make a monitoring visit each month, are starting to take effect. Equality of opportunity is promoted well. When gaps between groups are noticed, prompt action is taken to tackle the problem and the school makes sure that pupils' circumstances do not stand in the way of them enjoying the breakfast club's healthy and friendly start to the day. Hendal promotes community cohesion well and is itself a very

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cohesive community. It is also outward-looking and warmly welcomes new arrivals. Leaders achieved a very smooth transfer for pupils and staff from the school that closed. Pupils have good and growing opportunities to engage with people from communities different to their own. All the required safeguarding arrangements are in place and staff are trained well so pupils are kept safe. The school is currently working to further enhance some of its systems so that these all reflect recommended good practice.

*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>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>3</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>

## Early Years Foundation Stage

The effectiveness of provision in the Early Years Foundation Stage is good. During their time in the Early Years Foundation Stage, children become increasingly independent and able to make decisions about their learning. Opportunities for them to choose activities and resources are balanced carefully with others led by adults and designed to teach specific skills such as making links between letters and sounds. With consistent guidance from adults, children learn to behave well and to consider others by sharing and taking turns. Assessment is well organised, often based on observations of children made when they are working independently. Their knowledge of what children already know, understand and can do is used by staff to plan activities that are well matched to children's interests and needs. They focus their efforts on areas where children's skills are weakest, for example, by encouraging them to develop their speech as they play. The outdoor area is very popular with children. They are fascinated by a 'hide' where they observe birds feeding and they enjoy riding on the good range of wheeled vehicles, pedalling energetically but with sensible regard for others. However, children are not always able to choose independently to learn outdoors and staff are currently exploring ways of managing resources so children's ability to explore freely is not hindered by any such lack of opportunities. The leader of the provision has high expectations and leads her team, several of whom are new to their roles, by example and by taking decisive action to



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make improvements. Links with parents and carers are strong and include their involvement in assessing how well children are learning.

*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

The proportion of questionnaires returned was smaller than the average returns nationally. A number of parents and carers do not consider that their children make good progress, that behaviour is managed well and that the school takes account of their concerns and suggestions. The inspectors found that progress is variable but is satisfactory overall, rather than good. During the inspection, behaviour observed was good and teachers managed pupils' behaviour in lessons well. The school makes suitable arrangements for a small number of pupils who have difficulty controlling their own behaviour. Pupils reported that lessons are seldom disrupted by poor behaviour and are confident that the isolated incidents of bullying are handled well by the staff. The school seeks parents' and carers' views through its own questionnaires. The most recent one, earlier this year, generated more responses than the Ofsted questionnaire. The impression they gave of parents' and carers' views was very positive and few concerns or suggestions were expressed. The school has already improved communications with parents and carers, as requested, by making sure letters and newsletters all go out on the same day each week. Discussions with leaders provided further good indications that the views of parents and carers are taken into account by the school. A few parents and carers think that not enough homework is provided. Inspection evidence shows that the amount set each week is reasonable and that this can be supplemented at home, for example, by extra reading.

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

Ofsted invited all the registered parents and carers of pupils registered at Hendal Primary 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 303 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	63	20	32	3	5	0	0
The school keeps my child safe	44	71	17	27	1	2	0	0
My school informs me about my child's progress	32	52	26	42	3	5	0	0
My child is making enough progress at this school	28	45	27	44	6	10	0	0
The teaching is good at this school	37	60	23	37	1	2	0	0
The school helps me to support my child's learning	28	45	27	44	3	5	0	0
The school helps my child to have a healthy lifestyle	30	48	30	48	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)	22	35	32	52	3	5	0	0
The school meets my child's particular needs	30	48	25	40	3	5	1	2
The school deals effectively with unacceptable behaviour	25	40	26	42	10	16	1	2
The school takes account of my suggestions and concerns	28	45	25	40	8	13	0	0
The school is led and managed effectively	31	50	27	44	2	3	0	0
Overall, I am happy with my child's experience at this school	38	61	19	31	2	3	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.**



28 January 2011

Dear Pupils

**Inspection of Hental Primary School, Wakefield, WF2 7QW**

Thank you for your warm welcome when the inspection team visited your school. We enjoyed our short time with you and were impressed by your art work and the superb singing in assembly. We would particularly like to thank the pupils who spent time answering our questions. Your answers were very helpful. We judge that yours is a satisfactory school. One of the main reasons why we made this judgement is that your progress is satisfactory rather than good, because teaching in your school is also satisfactory. In particular, lessons often do not move on quickly enough and you do not have enough chances to be independent learners. As a result, by the end of Year 6 you reach average levels of attainment in English and mathematics.

There are some good aspects of the school. For example, you behave well and the school provides you with an interesting curriculum with an excellent range of clubs and visits. You feel safe in school, because you are cared for well. The children in the Early Years Foundation Stage make good progress. In two ways, the school is outstanding. First, you have an excellent knowledge of how to be healthy and you take steps to achieve this. Second, you make an exceptional contribution to the school and the community beyond.

We have asked the school to do two things to help it improve.

- Enable you to reach higher levels in writing and mathematics.
- Make sure that you have enough time in lessons to work independently; that you know just what you are expected to learn during the lesson; and that teachers' marking informs you how you can improve your work.

You can help by working especially hard with your teachers on these points. We would like to send our best wishes to each one of you.

Yours sincerely

Mrs Rosemary Eaton

Lead inspector

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