

Highburton Church of England Voluntary Controlled First School

Inspection report

Unique Reference Number	107715
Local authority	Kirklees
Inspection number	377631
Inspection dates	22–23 March 2012
Lead 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	Voluntary controlled
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	K Wigglesworth
Headteacher	Lynne Rutter
Date of previous school inspection	19 November 2008
School address	Northfield Lane Highburton Huddersfield HD8 0QT
Telephone number	01484 222730
Fax number	01484 222733
Email address	lynne.rutter@edukirklees.net



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Brenda Clarke
Ray Biglin

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the on-line questionnaire (Parent View) when planning the inspection. The inspectors observed seven teachers teaching 10 lessons or part lessons, of which two were joint observations with the acting headteacher. In addition, the inspectors made visits to three classes to hear pupils read. Meetings were held with three groups of pupils, members of the governing body, a supporting headteacher and school staff, including senior and middle managers. The inspectors observed the school's work and looked at a number of documents, including the tracking of pupils' progress over time, safeguarding procedures, the school's self-evaluation and the school development plan. The inspectors analysed 81 parental and carers' questionnaires, as well as those completed by staff and pupils.

Information about the school

The school is smaller than average in size for a primary school. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils are from White British backgrounds. The proportion of disabled pupils and pupils with special educational needs is well below average. The proportion of pupils with a statement of special educational needs is slightly above average. The school has achieved Healthy School status, the Activemark and Investors in People award.

The assistant headteacher has been acting headteacher since April 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Its strengths are in pupils' attainment in writing and in provision and outcomes in the Early Years Foundation Stage, especially in children's outstanding personal, social and emotional development. The school is not good or better overall because pupils' overall attainment and progress in reading and mathematics, and the quality of teaching and of leadership and management, are no better than satisfactory.
- Pupils' achievement is satisfactory overall. Although pupils' attain highly and make good progress in writing, their achievements in reading and mathematics, especially that of the more able, are less strong. Children in the Early Years Foundation Stage achieve well overall, although the quality of their provision outdoors is less good than that indoors.
- The quality of teaching is satisfactory overall. It ranges from satisfactory to good across the school. Effective behaviour management, good relationships and teachers' clear instructions exemplify good teaching. In satisfactory lessons, teachers do not always use assessments sufficiently effectively to plan work that closely matches pupils' differing abilities. The pace of learning is not always brisk and more-able pupils are sometimes insufficiently challenged.
- Pupils behave well. They say they have fun in school, appreciate their teachers and the creative approach to the curriculum. Pupils show high levels of courtesy and cooperation in and out of lessons. The school is a harmonious community so that almost all pupils feel safe. A strong emphasis on pupils' personal, social and emotional development enables pupils to develop high levels of care and concern for others.
- The acting headteacher gives a strong steer to the school and has ensured a united, enthusiastic staff team in a time of uncertainty. Pertinent actions for improvement have halted the decline in pupils' attainment and are ensuring accelerated progress for most pupils. Monitoring of teaching and learning is rigorous but sometimes pays insufficient attention to the rate and quality of pupils' learning. The management of performance is satisfactory overall.

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 and accelerate pupils' progress further, especially that of the more able, in reading in the Early Years Foundation Stage and in Key Stage 1 and in mathematics throughout the school by:
 - developing a whole-school approach to the teaching of mathematical calculation and problem solving
 - providing more opportunities across the curriculum for pupils to apply their mathematical skills in other subjects
 - ensuring that more-able pupils receive more challenge in their reading
 - improving outdoor provision in the Reception class, particularly to enhance children's reading and mathematical skills
 - involving parents and carers more fully in their children's learning at home.
- Develop the quality of teaching to match that of the best by:
 - ensuring that assessment information is used consistently to meet pupils' differing needs
 - ensuring that marking informs pupils of how to improve further
 - making pupils aware of their individual targets and ensuring that they act upon them in lessons.
- Improve leadership and management further by:
 - focusing more rigorously on pupils' rates of learning when monitoring lessons
 - developing more effective systems of communication with parents and carers
 - ensuring that the governing body plays a full and active part in the monitoring and evaluation of provision.

Main Report

Achievement of pupils

Most children enter the Early Years Foundation Stage with skills at least in line with those expected for their age. Children make good progress and achieve well so that most enter Year 1 with skills above those expected for their age, apart from in reading and in aspects of mathematics. Children make outstanding progress in their personal, social and emotional development so that most acquire very good attitudes to learning and behave extremely well. The very effective teaching of letter sounds enables children to gain confidence when writing. Progress in reading and mathematics is slower. This is because children have limited opportunities to apply their letter sounds through carefully structured opportunities to read at home and in class and limited opportunities to reinforce their early number skills when working independently.

Across Key Stage 1, the vast majority of pupils make satisfactory progress overall, but good progress in writing. Pupils' overall attainment dipped for a period after the last inspection, due to weaknesses in target setting and inaccurate teacher assessment. However, more recent outcomes in the end of Year 2 assessments indicate an improved picture. They show that pupils' attainment is above average overall because it is boosted by pupils' well above

average attainment in writing. However, pupils' attainment in reading and mathematics remains average. At least satisfactory teaching ensures that attainment is built upon in Key Stage 2 so that by the end of Year 5 attainment remains above expectations overall. However, across the school, pupils experience difficulty when using mathematical calculations to solve multi-step problems. Attainment in reading at the end of Year 5 is above expectation, indicating better progress in this subject in Key Stage 2 than in the other two key stages. Across the school, more-able pupils make satisfactory rather than good progress overall because they often lack challenge in their learning. For example, inspection findings indicate that the more able are often given reading books that are too easy for them.

Pupils enjoy their learning and achieve satisfactorily overall. Disabled pupils and those with special educational needs make similar progress to their peers because they receive effective individual support in lessons and small group interventions. Most pupils have good attitudes to learning and work diligently. Pupils get on well together and enjoy sharing ideas, for example, Year 4 pupils worked in pairs, both enthusiastically and with much enjoyment, to make a scale model of their teacher. The large majority of parents and carers consider their children are making good progress. However, a significant minority wrote to express concerns about the progress of more-able pupils and a lack of opportunities to be involved in their children's learning. Inspection findings indicate that pupils are making satisfactory progress overall but that it is accelerating, but also that more-able pupils are not always sufficiently challenged.

Quality of teaching

In the Early Years Foundation Stage teaching is good overall. Interesting activities and a good understanding of children's needs ensure that they are fully engaged and concentrate for good periods of time. Well-organised, readily available resources encourage high levels of independence. Planned activities in the classroom engage and motivate children. Provision for outdoor learning is satisfactory. Adult-led activities outdoors are purposeful and ensure good progress. However, when children work independently outside, opportunities are missed to promote their early reading and mathematical skills.

The vast majority of parents and carers who responded to the questionnaire indicate that they feel their children are well taught. Inspection evidence indicates that there is good teaching, but that observations of lessons and the analysis of pupils' work over time show that teaching is satisfactory rather than good overall. In most lessons, teachers' effective behaviour management skills ensure that pupils behave well and that lessons run smoothly. Good relationships foster respect and tolerance. Teachers' clear instructions enable pupils to settle quickly and purposefully. Well-trained teaching assistants are used effectively to support groups and individuals. In most lessons a strong focus on the teaching of basic skills, especially in writing, goes some way to explaining the accelerated progress that pupils are now making. The pace of learning sometimes slows when pupils spend too long listening to the teacher, leaving insufficient time to complete their work. Crucially, assessment information is not always used consistently to provide challenge for more-able pupils, limiting their progress.

Teachers diligently mark pupils' work but do not always give pointers for improvement nor insist that their comments are acted upon. Pupils have individual targets to improve their work further but are insufficiently challenged to use them in lessons. A skilfully developed programme of teaching letters and sounds promotes confidence and a love of writing in

most pupils so that even the youngest will attempt to spell words independently. Reading is taught satisfactorily but more-able pupils have limited opportunity to consistently extend their reading across a wide range of books.

Behaviour and safety of pupils

The vast majority of parents and carers who returned questionnaires indicate that pupils behave well and are taken care of well and kept very safe. This is a view with which inspectors concur. Pupils say overwhelmingly that they feel safe in school and that adults are there for them. Pupils have a good understanding of the risks to which they may be exposed and of different types of bullying. Most display care and concern for others but do not always show full awareness of others' safety when playing outdoors. Attendance is high and all pupils arrive punctually. Behaviour is typically good in lessons and around the school. Pupils report that incidents of bullying are rare and dealt with promptly. Pupils who have identified behavioural needs respond well to strategies employed by the school. In lessons, pupils make every effort to ensure that their friends learn and thrive in an atmosphere of mutual respect and appreciation. For example, in assemblies pupils readily celebrate the achievement of others.

Leadership and management

Leadership and management are satisfactory. There are some strengths. The acting headteacher and acting assistant headteacher are relatively new to their roles but have already developed a strong, cohesive team focused on improving provision further. Leaders have prioritised key actions for development that are bringing about good improvement in pupils' achievement. Effective professional development has ensured that staff now have a greater understanding of performance data and are fully involved in target setting procedures. Using this information, more realistic challenging targets have been set to ensure more rapid progress for most pupils. A recently introduced rigorous and accurate tracking system is being used more effectively. A whole-school initiative has accurately pinpointed the skills that must be attained by each class in writing. The consistent application of this initiative across the school is a key reason why attainment in writing has significantly improved. Staff are not complacent; members of staff work effectively as a team so that everyone has an accurate view of standards and knows what needs to be improved.

Monitoring of teaching and learning is satisfactory. Teachers are given pertinent pointers on how to improve the quality of their work and school records indicate that the profile of teaching is improving. However, there is sometimes too great a focus on the individual teacher's skills rather than the scope and pace of learning in the lesson. Nevertheless, these actions demonstrate that the school has a satisfactory capacity for sustained improvement.

The governing body provides satisfactory support. Statutory safeguarding requirements are met. Members of the governing body use their individual skills and expertise to complement provision. They have recently begun to interrogate the school's data, but this is at an early stage of development, and they do not as yet use them rigorously to hold the school to account.

Equality of opportunity is at the heart of this small school's provision. Interventions are well-planned so that all pupils are included and their needs met. The achievements of different

groups of pupils are carefully tracked and the school is fully aware that more-able pupils need to make better progress.

The curriculum is satisfactory with good features. Pupils enjoy school because the curriculum is relevant and aligned to their interests. There are good opportunities for creative development as when felt-making with an artist or taking part in SING UP activities. The strong emphasis on basic skills has had a marked impact on pupils' writing. Pupils' have limited opportunities to apply their mathematical skills across other subjects. Pupils' spiritual, moral, social and cultural development is good. The curriculum fosters spiritual growth, for example pupils think deeply about issues that affect the world and demonstrate empathy for those less fortunate. Pupils develop a strong moral code, and through participation in aspects such as the school council, learn to reflect on the wider issues facing the school.

Partnerships with others are good and enable pupils to extend their learning in sporting and creative ways. Pupils take an active part in community happenings such as the Jubilee gardening project. They develop strong links with the church and regularly contribute to church services. Pupils' understanding of cultural diversity in Britain is limited.

Links with parents and carers are satisfactory. Most would recommend the school to others. A minority of parents and carers requested time to speak with the lead inspector about their children's satisfactory rather than good progress. Others wrote about a perceived lack of opportunities to be involved in their children's learning. Inspection findings indicate that formal systems for home/ school communication are limited. Plans are in place to involve parents and carers in home/school reading logs.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 March 2012

Dear Pupils

Inspection of Highburton Church of England Voluntary Controlled First School, Huddersfield, HD8 0QT

Thank you for the warm welcome you gave to the inspectors on our recent visit to your school. We were pleased to see you taking part in lots of healthy activities at your event for Sport Relief. Please keep this up! We enjoyed talking with you and listening to your views. This letter tells you what we found out.

You go to a satisfactory school with some good features. Your behaviour is good in lessons and around the school. Well done! Your school takes good care of you and you feel very safe. You work hard in lessons. Your achievement in writing is good and you try hard to spell out new words. Your achievement in reading and mathematics is satisfactory.

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

- Make sure that your attainment in reading and mathematics is as good as that in writing, especially for those of you who find learning easier than most.
- Make sure that you are taught consistently well.
- Make sure that your acting headteacher and governors check how well you are learning in lessons and over time.

You can help too by continuing to working hard in lessons, keeping up your good attendance, and by a few of you thinking more about others when you are playing outside.

I send you my best wishes for the future.

Yours sincerely

Brenda Clarke
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.