

Bailiffe Bridge Junior and Infant School

Inspection report

Unique Reference Number	107499
Local Authority	Calderdale
Inspection number	356166
Inspection dates	17–18 March 2011
Reporting inspector	Melvyn Hemmings

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Rev Stephanie Jenner
Headteacher	Miss Helen Proctor
Date of previous school inspection	7 November 2007
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Introduction

This inspection was carried out by three additional inspectors who visited 12 lessons or parts of lessons. The inspectors observed seven teachers and held discussions with members of the governing body, staff, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curriculum planning. In addition, 54 responses to parents' and carers' questionnaires were received and analysed.

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

- How well boys engage in their learning.
- The extent to which the school has improved pupils' understanding of how well they are doing and what they need to do to improve.
- Whether senior leaders have improved the distribution of leadership and management roles among staff.
- How effectively assessment information is used to meet children's individual needs in the Early Years Foundation Stage.

Information about the school

Bailiffe Bridge is an average size primary school. The proportion of pupils known to be eligible for free school meals is below average, as is that of pupils with special educational needs and/or disabilities. Almost all pupils are of White British heritage. There has been significant staffing turnover, including leaders and managers, in recent years. The school has gained the Activemark and holds Healthy School 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

Bailiffe is a satisfactory school. Significant improvement since the last inspection has been hindered by the considerable turbulence in staffing, caused by speedy promotions, illnesses and maternity leave. The headteacher has worked with determination to minimise any disruption to pupils' learning. Aply supported by the deputy headteacher, she provides firm educational direction and a clear vision for taking the school forward. Some improvements have been made, notably in the care, guidance and support of pupils, and these are now good. Leadership and management responsibilities have been distributed more evenly among staff. Subject leaders carry out their responsibilities diligently but their role in monitoring and evaluating teaching and learning is not fully developed. The governing body has a sizeable number of relatively new and inexperienced governors, who are not involved fully in shaping the direction of the school. Self-evaluation is accurate and provides leaders with a thorough picture of the school's strengths and weaknesses. It has enabled them to prioritise the correct areas for development. These include making better use of assessment information in the Early Years Foundation Stage to meet effectively children's individual needs. Strengths in leadership and management include safeguarding procedures and engagement with parents and carers, both of which are good. There is satisfactory capacity to make further improvement.

Pupils make satisfactory progress and attain broadly average standards in English and mathematics by the end of Year 6. Writing skills and the ability to solve mathematical problems in different contexts are weaker aspects of pupils' performance. There are too few opportunities to practise and improve these skills across the curriculum. Boys do not attain as well as girls. This stems from them not always showing the same level of engagement as girls in their activities.

Pupils behave well and have positive attitudes to learning. They enjoy coming to school, as is reflected in their above average attendance. Teaching has many strengths and there are examples of outstanding practice. Nevertheless, it is not consistently strong enough to increase progress to good overall. At times, lessons are too teacher directed and lack sufficient opportunity for pupils to explore ideas for themselves. The curriculum is enriched by a variety of experiences that add interest to pupils' learning and widen their horizons. These include well-attended extra-curricular activities and visits to places of educational interest. Parents and carers greatly appreciate the emphasis the school places on ensuring the safety and well-being of their children.

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 in writing and mathematics by:
 - providing more opportunities for pupils to practise and refine their writing skills and mathematical problem-solving abilities across the curriculum
 - challenging pupils to explore ideas for themselves
 - increasing the engagement of boys in their learning.
- Strengthen leadership and management by:
 - improving the expertise of subject leaders in monitoring and evaluating teaching and learning in their subjects
 - ensuring all members of the governing body are involved in evaluating the school's performance and in long term improvement planning.
- Improve provision in the Early Years Foundation Stage by:
 - ensuring planning consistently emphasises what children are to learn rather than what they are to do
 - improving the use of assessment information to ensure children's individual needs are better met
 - sharpening the link between outdoor learning and that which has taken place in the classroom.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory, taking into account the broadly typical skills with which they enter school. They enjoy their activities, showing interest and enthusiasm in all they do. Pupils enjoy working collaboratively, such as in a mathematics lesson for pupils in Year 6 in which they were solving problems involving percentages. They speak clearly and confidently, and are willing to share their ideas with others. Pupils enjoy reading and talk with enthusiasm about their favourite authors. Their writing is generally correctly structured and shows imagination but they do not transfer these strengths consistently when writing in other subjects. They have sound mathematical calculation skills but are not always proficient in using these to solve number problems. At times, the lack of engagement of boys in lessons hinders the progress that they make. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the extra help they receive. There is no significant difference in the achievement or the learning of different groups.

Pupils make a good contribution to the life of the school by taking on a variety of responsibilities. These include being a member of school and class councils and a peer mediator to support pupils if problems arise at break times.. They care about issues facing their local area, such as when working with the community police to raise awareness of considerate parking outside the school. Pupils have a good understanding of how to live healthily by taking regular exercise and eating a balanced diet. They say they feel safe in school and are confident that any concerns will be listened to and followed up by staff. Pupils' above average attendance and the way they are making satisfactory progress in gaining basic skills, mean that they are soundly prepared for their future lives.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers provide many opportunities for pupils to engage in paired and group discussions and this promotes their speaking and listening skills well. Relationships are good and give pupils the confidence to give answers, even when unsure if they are correct. They know their contributions will be valued. Pupils are informed about their progress and how to improve through marking and by talking to adults. This aspect of teaching has improved since the last inspection and means pupils are clear about how well they are doing and what steps they need to take next. Activities do not always engage boys and this limits their progress. There are not enough opportunities for pupils to find things out for themselves. Teaching assistants support pupils' learning appropriately, particularly those with special educational needs and/or disabilities.

The curriculum fosters pupils' personal, social and emotional development well and contributes to their politeness, good conduct and friendliness. Pupils talk enthusiastically about the trips they can take part in, such as a residential stay in Whitby to study Robin Hood's Bay as a contrasting locality. Themed weeks, including anti-bullying, multi-cultural and arts weeks, provide pupils with the chance to work collaboratively across year groups. There are limited opportunities for pupils to practise and extend their writing and mathematical problem-solving skills across the curriculum. The school's commitment to

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providing a variety of good quality sporting experiences and encouraging pupils to adopt healthy lifestyles is reflected in it gaining the Activemark and Healthy School status.

The school is a welcoming and safe setting in which to learn. Well-established partnerships with a variety of agencies ensure that extra support for individual pupils is readily available when required. This has enabled some pupils, who are potentially vulnerable due to their circumstances, to overcome difficult personal situations. All staff are trained to deal with pupils' medical needs. The school works closely with the school nurse to ensure the health and well-being of pupils. There are good procedures in place to welcome and support pupils new to the school.

These are the grades for the quality of provision

The quality of teaching	3
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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders work well together and understand what the school needs to do to improve. Morale is high and there is a shared commitment to taking the school forward. Increased delegation of leadership and management roles means more staff are involved in planning strategically for improvement. Subject leaders lack expertise in monitoring and evaluating teaching and learning in their subjects. This limits their effectiveness in identifying areas for development in order to bring about improvement. The governing body is supportive of the school but not all governors are involved fully in promoting school improvement. As a result, their impact on shaping the direction of the school is reduced. Leaders do not tolerate discrimination of any kind and soundly promote equality of opportunity. They regularly check the performance and contribution to school life of different groups. This has identified that boys are not always fully engaged in their activities. The school has effective procedures to ensure the safeguarding and welfare of pupils. Training of all staff, especially in child protection, is of good quality.

Leaders actively promote community cohesion within the school, and pupils from different backgrounds get on well with each other. The school is working to strengthen this aspect of its work by developing links with a range of community groups beyond the school and the immediate community. A range of partnership activities, such as with the local high school, makes a sound contribution to pupils' learning and development, particularly in sport. These activities benefit pupils in ways that the school could not provide on its own. The school helps parents and carers to support their children's learning in different ways, which contribute positively to the progress that pupils make.

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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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Adults work well together to provide a variety of interesting activities that make learning fun. Children behave well and show enjoyment in their learning. This was evident in their role-play in the 'Veterinary Surgery.' There is sound emphasis on promoting children's development as independent learners by encouraging them to make decisions and choose activities for themselves. Adults use resources well to capture children's interest, such as 'Billy Bear' when teaching them about positional language including under, above, behind and next to.

The curriculum is extended by opportunities to take part in a variety of visits, including a children's farm in Barnsley. Planning ensures that all areas of learning are covered but tends to focus on what children are to do rather than what they are to learn. Ongoing assessments of children's progress are not always used effectively to meet children's individual needs. Welfare arrangements are good, with all necessary steps being taken to ensure children's safety and well-being. Children have access to the outdoor area throughout the day, but the activities provided do not always link sufficiently to learning that has taken place indoors. Parents and carers say that staff are approachable and keep them informed of their children's progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers returning completed questionnaires was average. The very large majority were positive about the school's work and the efforts of all staff. Two comments were typical, Bailiffe is a warm, friendly and caring school' and 'My child enjoys going to school and we are very pleased that he is happy and content.' There was no significant trend of negative views. Inspection judgements support the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bailiffe Bridge 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	57	21	39	2	4	0	0
The school keeps my child safe	33	61	21	39	0	0	0	0
My school informs me about my child's progress	18	33	35	65	1	2	0	0
My child is making enough progress at this school	27	50	23	43	3	6	0	0
The teaching is good at this school	25	46	27	50	1	2	0	0
The school helps me to support my child's learning	23	43	28	52	3	6	0	0
The school helps my child to have a healthy lifestyle	21	39	30	56	3	6	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)	14	26	33	61	4	7	0	0
The school meets my child's particular needs	19	35	30	56	3	6	0	0
The school deals effectively with unacceptable behaviour	19	35	32	59	2	4	0	0
The school takes account of my suggestions and concerns	15	28	36	67	2	4	0	0
The school is led and managed effectively	22	41	30	56	0	0	0	0
Overall, I am happy with my child's experience at this school	28	52	26	48	0	0	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).

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">■ 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.



21 March 2011

Dear Pupils

Inspection of Bailiffe Bridge Junior and Infant School, Brighouse, HD6 4DY

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

The inspectors judge that your school is satisfactory and that:

- by the end of Year 6 you attain average standards in English and mathematics
- you are adopting healthy lifestyles well
- staff make sure you are safe, in school and on visits
- you behave well and are polite and friendly
- the curriculum is helpfully extended by visits to places such as Robin Hood's Bay near Whitby
- you enjoy school and know how well you are doing, as you indicated in your questionnaires
- the headteacher, staff and the governing body are working hard to help you do better.

This is what we have asked your school to do now:

- raise attainment in writing and mathematics, such as by providing more opportunities for you to explore ideas for yourselves and making sure boys are always engaged in their work
- develop the skills of those teachers who lead subjects to help them check how well you are learning
- improve the use of assessment information in the Early Years Foundation Stage to ensure children are always given work that meets their individual needs.

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

Yours sincerely,

Melvyn Hemmings

Lead inspector

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