

# Norristhorpe Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107685
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	356216
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Clifford Walker

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Parsons
<b>Headteacher</b>	Mrs Sarah Armitage
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	School Street Norristhorpe, Liversedge West Yorkshire WF15 7AW
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## Introduction

This inspection was carried out by three additional inspectors. They observed twenty-six lessons, saw fifteen teachers and met staff, groups of pupils and the Chair of the Governing Body. They observed the school's work and looked at the school development plan, individual teachers' planning, the school's assessment records and analyses, minutes of senior leadership team and governing body meetings and 214 completed parent questionnaires.

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

- Attainment of all groups, but especially pupils with special educational needs and/or disabilities and higher attaining pupils, by the end of each key stage, to determine whether pupils are making consistently at least satisfactory progress throughout the school.
- The quality of teaching and care, guidance and support, including the use of information and communication technology (ICT), to determine whether lessons are being matched to the needs of pupils sufficiently well and other interventions are sufficiently well targeted to ensure that all groups of pupils make at least satisfactory progress.
- Attendance, to determine whether the apparently negative trend has been arrested and possibly reversed, and whether the attendance of some pupils is impacting negatively on the progress they make.
- Leadership and management of teaching and learning, to determine the extent to which changes to leadership and management are impacting on pupils, learning and progress.

## Information about the school

Norristhorpe is almost twice the size of the average primary school. The percentage of pupils known to be eligible to free school meals is low. The proportion of pupils from minority ethnic groups is below average as is the number for whom English is an additional language. The school has a below-average number of pupils identified as having special educational needs and/or disabilities. There have been some changes in staffing since the last inspection. The school has achieved 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

Norristhorpe is a satisfactory school. It is a calm and happy place. Pupils enter the school with knowledge and skills broadly in line with those expected of children their age. They work hard and make satisfactory progress through the school so that they move on to secondary school with broadly average attainment in English and mathematics and broadly average skills in information and communication technology. The quality of teaching is satisfactory overall but is not consistently well tailored to meet the differing needs of individuals and groups of pupils in order to accelerate their progress. The school is redesigning its curriculum to provide increasing opportunities for pupils to develop their skills in literacy, numeracy and ICT but the links being established between subjects to accomplish this are at an early stage of development. Pupils' work is marked regularly. Year 6 pupils know the National Curriculum sub-levels they have attained and what their targets are but teachers do not consistently tell pupils in other year groups how they can improve their work.

Pupils feel safe. They behave well in class, in corridors, in assemblies and in the playgrounds. They have a good understanding of how to adopt healthy lifestyles and put this into practice effectively. Attendance has declined in recent years and is now average overall but the attendance of some vulnerable pupils is below average and this impacts negatively on their learning. Pupils' spiritual, moral, social and cultural development is good. Children make satisfactory progress in the Early Years Foundation Stage but make less progress when they are playing and learning outdoors than they do indoors.

The school's capacity for sustained improvement is satisfactory. The headteacher has a clear vision for the school and a broadly accurate view of how it is performing. The school is aware of its weaknesses and knows how to bring about the necessary improvements. There has been some success in achieving these improvements. For example, the use of ICT has improved since the last inspection. However, some planning for improvement is a little sketchy and not all leaders have a fully accurate view of pupils' attainment.

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 and accelerate pupils' progress by:
- – improving the quality of teaching to be consistently at least good throughout the school

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- – ensuring a better match of challenge and support from teachers in lessons to help all pupils, but especially higher attainers and those with special educational needs, reach their potential
- – further developing pupils' skills in literacy, numeracy and ICT through increasingly creative links between subjects
- – sharing existing good practice within the school to increase the consistency with which teachers feedback to pupils on how to improve their work
- – ensuring that middle leaders focus more sharply on achieving an accurate picture of outcomes for pupils and plan more rigorously for school improvement.
- Improve children's learning in the Early Years Foundation Stage by:
  - – ensuring that the quality of the outdoor learning environment matches the quality of the inside
  - – focusing leadership and management more sharply on how best to improve children's learning.
- Improve pupils' attendance by raising the awareness of parents and carers, especially of pupils whose circumstances may make them vulnerable, of the negative impact of their children's absence on their learning.

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

Most of the pupils say that they enjoy school. Pupils' attainment in reading is stronger than that in writing but some Year 6 pupils were observed writing impressive, imaginative poems using figurative language. Progress varies between classes and is sometimes good but pupils make satisfactory progress overall because of inconsistencies in the quality of teaching. Pupils with special educational needs and/or disabilities, the few from minority ethnic backgrounds and higher attaining pupils make broadly similar progress to their peers. However, in some lessons higher attainers and pupils with special educational needs and/or disabilities do not make enough progress because the work set lacks challenge. Achievement overall is satisfactory.

Pupils are clear that they feel safe in school. They report that they occasionally fall out with each other but they know that they can trust the adults in school and are confident that, if they tell staff, they will sort out their problems. They learn about road safety and "stranger danger". They know how to stay safe on the internet. Parents are confident that the school keeps their children safe. Pupils' behaviour is good. Even when teaching does not sufficiently challenge them and their concentration may slip, they rarely misbehave. All adults in the school consistently reinforce their high expectations of pupils' behaviour so that pupils always know how to behave well. They are courteous and respectful.

The school provides good opportunities for pupils to participate in a range of sporting activities and physical education both within school and in the community. Pupils learn not only how to be physically healthy but also how to be mentally healthy. Year 6 pupils spoke very positively of the sex and relationships education they receive and could talk sensibly about risks. Pupils contribute well to the school community but their contribution to the wider community is limited. They take on a range of activities within school, mainly as monitors. Older pupils look after younger ones. They visit a local old people's home, read to them and discuss the news. They know about the importance of sustainability and, for

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example, know that lights must be switched off when rooms are not being used. They grow their own vegetables and eat them in school. They raise money for charity. The school council is effective and is seeking ways to improve school lunches. They have brought about improvements to the toilets and have helped develop the house points system. They have discussed local problems with their MP and sought to improve car parking in front of the school.

The attendance of some vulnerable pupils is below average and impacts negatively on their learning. Pupils are generally punctual. They are securely equipped for secondary education and are developing satisfactory enterprise skills. Pupils demonstrate curiosity about the world in their outdoor lessons and have a good understanding of environmental issues. They respond well to creative opportunities. They develop strong relationships and look after each other well: as one pupil said, 'People are helpful.' They have a good knowledge of the cultures represented in their school but their awareness of other cultures is less well developed.

*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>3</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?**

Assessment to support learning is satisfactory. However, teachers do not consistently use their assessment of pupils' learning to help them tailor teaching to meet the varying needs of individuals and different groups in each class. Consequently, higher attaining pupils are not always fully challenged and pupils with special educational needs and/or disabilities

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are not consistently supported as effectively as they might be. Teachers mark work conscientiously and some involve pupils in assessing their own and others' work. However, they do not always tell pupils how well they are doing and how exactly they can improve their work. When they do provide pupils with advice on next steps they do not always check whether pupils have followed their advice. Teaching is satisfactory overall and sometimes good. Relationships between staff and pupils are good. The best teaching demands a lot from pupils and engages them fully, especially in discussion and active, more independent learning. For example, in one outdoor lesson some higher-attaining pupils were trying to estimate how they might fit the Titanic on the school site. However, in the weaker lessons the expectations of pupils are not sufficiently high.

The curriculum is satisfactory and meets pupils' needs and interests and encourages them to aspire. The school is developing creative ways for pupils to use and develop their literacy, numeracy and ICT skills in other subjects but this work is still at an early stage. The range of extra-curricular enrichment is limited. The quantity of outdoor learning, including gardening, is increasing and provides good opportunities for pupils to develop practical and problem-solving skills, which add meaning to learning and which pupils particularly enjoy. The Narnia outdoor area improves pupils' knowledge of healthy eating and their spiritual, moral, social and cultural development.

The school's satisfactory care, guidance and support contribute to pupils' sense of well-being. It proactively identifies its more vulnerable pupils and supports them effectively through a range of one-to-one and small-group interventions. For example, some children with issues such as managing their own behaviour and low self-esteem spend the first few minutes of the school day in an especially nurturing environment in order to come into lessons more ready to learn. Pupils with special educational needs and/or disabilities relating to their reading were very positive about the help they had received. The school also provides in-class support for pupils with special educational needs and/or disabilities but this is not always as effective as it should be. Staff from local secondary schools facilitate the transition to their next school by taking some Year 6 lessons. The school recognises that more needs to be done to make parents and carers of more vulnerable pupils more aware of the impact of absence on their children's learning.

*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>3</b>

**How effective are leadership and management?**

School leaders monitor its work and are committed to improving its performance. They are focused on improving the quality and consistency of teaching, assessment and the curriculum. Their regular assessment of reading, writing, speaking and listening,

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mathematics, ICT and science throughout the year is a strength but some middle leaders do not have a sufficiently accurate view of pupils' attainment. The governing body meets all statutory requirements. There have been a number of new governors over the last two years including a new Chair and there is currently a full complement. Members of the governing body are supportive and committed to the school but are aware that they have only recently started to challenge school leadership and hold it to account. The school has a generally positive relationship with parents and carers, some of whom speak very highly of it. However, a small minority of parents expressed some concerns which the school is beginning to address. The school has useful links with outside agencies to support the needs of vulnerable pupils. Its partnership with 'CAPE for Creative Partnerships' and the funding it has received through this has provided the school with useful professional development for its staff in the design and delivery of the creative curriculum, but this work is at too early a stage to be able to demonstrate its impact on pupils' learning and progress.

The school promotes equality of opportunity satisfactorily. Although it has relatively few children from minority ethnic groups, these pupils are well integrated and progressing as well as other pupils. Relationships between pupils are good and those from different backgrounds get on well. The school has adopted the local authority's safeguarding policy but does not yet review its effectiveness regularly, particularly with regard to the consistency of its risk assessments. It is committed to the safe recruitment of staff. It has taken satisfactory steps to ensure the security of its pupils. Staff are well trained to protect pupils from harm. The school has formally audited its ethnic, religious and socio-economic context. It has evaluated its impact on community cohesion and identified what it needs to do. The school is very cohesive internally but extending community cohesion beyond the school into the immediate community is at an early stage.

*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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

The setting meets children's needs satisfactorily. The school works hard to ensure that children settle well into the Early Years' Foundation Stage through an effective induction process. Staff visit a large number of pre-school settings. They make home visits and children visit the school. Relationships between adults and children are good. Children make satisfactory progress and enter Year 1 with skills that are broadly in line with the levels expected for their age. Records of achievement document children's progress clearly for their parents. There is a good level of staffing for the number of children and they are starting to personalise children's learning more effectively. Children were observed engaging in activities such as construction, music and role play 'at the vet's', but the school's use of the outdoor area is not providing sufficient stimulation and challenge because staff are focused more on what the children are doing rather than what they are learning. However, indoors there is a wider range of more demanding ways for the children to play purposefully and learn. Children's personal well-being is supported well. They are kept safe. The school is developing links with pre-schools but its partnerships are embryonic overall. Leadership's self-evaluation lacks precision. The setting has not identified its strengths and weaknesses rigorously and its rate of improvement is limited by the lack of a clear action plan.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

An unusually high percentage of parents and carers – more than half – responded to the questionnaire. Almost all felt that their children are safe. A very large majority replied positively to the other questions but a very small minority expressed a concern that the school does not keep them informed about their children's progress and does not help them support their children's learning. At the time of the inspection the school had prepared a new, good format for reporting pupils' attainment and progress in order to address this issue. The inspection judged that pupils' progress is satisfactory and is an area for improvement.

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

Ofsted invited all the registered parents and carers of pupils registered at Norristhorpe 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 214 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	52	89	42	11	5	2	1
The school keeps my child safe	108	50	103	48	2	1	1	0
My school informs me about my child's progress	47	22	127	59	35	16	3	1
My child is making enough progress at this school	57	27	124	58	25	12	4	2
The teaching is good at this school	76	36	121	57	13	6	0	0
The school helps me to support my child's learning	62	29	110	51	37	17	4	2
The school helps my child to have a healthy lifestyle	60	28	128	60	20	9	3	1
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)	55	26	121	57	18	8	2	1
The school meets my child's particular needs	68	32	120	56	20	9	1	0
The school deals effectively with unacceptable behaviour	63	29	121	57	21	10	6	3
The school takes account of my suggestions and concerns	49	23	121	57	29	14	5	2
The school is led and managed effectively	64	30	116	54	21	10	8	4
Overall, I am happy with my child's experience at this school	85	40	105	49	19	9	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



1 April 2011

Dear Pupils

**Inspection of Norristhorpe Junior and Infant School, Liversedge, WF15 7AW**

Thank you for the welcome you gave to us when we visited your school. We enjoyed talking to you, observing your hard work and listening to your views about the school. We judged your school to be satisfactory overall. We found that:

- you enjoy school, work hard and make satisfactory progress
- you behave well
- you are good at making healthy choices
- you look after each other well and try to make your school a better place.

We have asked your teachers to help you learn better by always making sure you have challenging work to do, providing more support to those of you who find work difficult and showing you how to improve your work. We have also asked teachers to make your work more meaningful for you by linking subjects together. We have asked teachers in the Reception class to make the outdoor area more interesting for the children. The headteacher and governing body are going to look closely at how they can help to improve attendance at school for the small number of pupils who do not attend regularly so that they can learn better. You can all help by making sure that you come to school as often as you can.

Yours sincerely

Clifford Walker

Lead inspector

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